MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

وزارة التربية والتعليم والتعليم الفني

ENGLISH

For Secondary Schools

Year One

STUDENT'S BOOK

Term 1

2025 / 2026

" تهدي وزارة التربية والتعليم والتعليم الفني هذا الكتاب، بكل الحب إلى الطلاب والأسر في جمهورية مصر العربية."

"THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION DEDICATES THIS BOOK, WITH LOVE, TO THE STUDENTS AND FAMILIES OF THE ARAB REPUBLIC OF EGYPT."

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Ministry of Education and Technical Education
New Administrative Capital
Cairo, Egypt

Name: ....

Class: ....

School: ....

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A MESSAGE FROM

THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education and Technical Education presents these integrated textbooks, which have been meticulously developed to help our young learners advance their English language proficiency and skills, all while honoring and incorporating Egypt's rich cultural heritage.

Our Vision for English Language Education:
In today's interconnected world, proficiency in English is a vital skill that opens doors to global opportunities and fosters cross-cultural communication. Our vision is to equip **Secondary Stage students** with a strong foundation in English, enabling them to navigate academic pursuits and future careers with confidence and competence.

Key Features of the Textbook:
- Age-appropriate **vocabulary**, **grammar**, and **functions** taught in context.
- Focused development of **listening**, **speaking**, **reading**, and **writing** skills.
- Scaffolded writing tasks that progress from guided to independent writing.
- Meaningful vocabulary reinforcement using **visuals** and **themes**.
- Activities designed to develop **higher-order thinking**, not just memorization.

Commitment to Excellence:
The Ministry of Education and Technical Education is dedicated to providing high-quality educational resources that meet the evolving needs of our students. These textbooks embody our commitment to excellence in English language education, ensuring that every student has the opportunity to succeed academically and personally.

Join Us in Shaping the Future:
As we embark on this educational journey, we invite educators, parents, and students to collaborate in fostering a love for the English language and a deep appreciation for our cultural heritage. Together, we can build a brighter future where our young learners thrive in a global society while staying rooted in their rich Egyptian identity.

Best Regards,

The Ministry of Education and Technical Education

Scope and Sequence

Unit	Topic	Target Skills	Grammar Focus	Life Skills	Core Values
1	**Egypt's Heritage**	- Reading comprehension of a historical passage, listening for detail, speaking about Egyptian heritage and national pride, and writing an opinion paragraph	Past Simple and Past Continuous	Cultural identity, critical thinking, civic responsibility, and appreciating history	National pride, appreciation of history, and civic duty
2	**Hands Help, Hearts Care**	Reading short texts about kindness, listening to a text about helping others, speaking about the impact of kindness, and writing a descriptive essay	Modal Verbs (Must – have to)	Emotional intelligence, empathy, and self-awareness	Kindness, compassion, and community well-being
3	**Truth Vs. Lies**	Reading passages about media and fake news, listening to a text on digital deception, speaking about fake news, and writing an essay outline	Conditional sentences	Media literacy, critical thinking, and self-protection in the digital world	Integrity, honesty, and discernment

4	**Save and Shine**	Reading an article about green manufacturing, speaking about how industries can protect the environment, and writing a formal email	Verbs + (inf or -ing) Forms	Environmental awareness, problem-solving, and civic responsibility in the fight against climate change	Environmental stewardship, sustainability, and responsibility
5	**Using Technology at schools**	Reading a passage about the benefits of foreign languages, listening to a text on technology and language learning, speaking about the use of AI, and writing an informal email	Countable and Uncountable Nouns	Cultural awareness, communication, critical thinking, and problem-solving through language acquisition	Tolerance, respect, and global citizenship
6	**Job Hunting**	Reading an article about the modern job market, listening to a text on job hunting, speaking about job opportunities and first impressions, and writing a CV	Definite and Indefinite Articles	Career management, networking, resilience, and maintaining a professional online presence	Professionalism, self-discipline, and perseverance

Lesson COMPONENTS

Reading

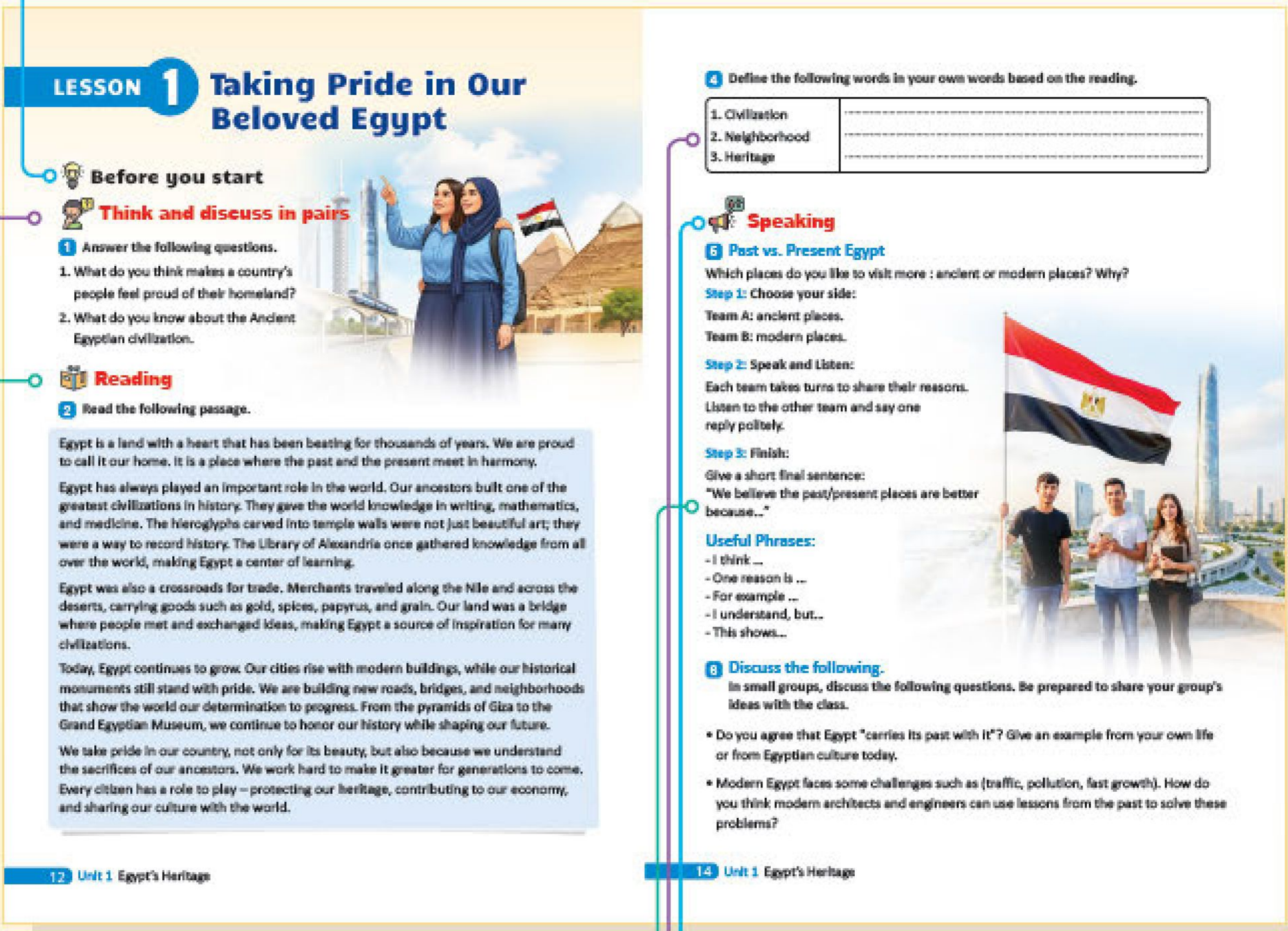
Stimulating topics that capture students' interest.

Think and discuss in pairs

Students have the chance to think before reading, express their opinions, and check their understanding of the reading text.

Before you start

This helps to draw students' attention before the main reading.



LESSON 1 Taking Pride in Our Beloved Egypt

Before you start

Think and discuss in pairs

1 Answer the following questions.

1. What do you think makes a country's people feel proud of their homeland?
2. What do you know about the Ancient Egyptian civilization.

Reading

2 Read the following passage.

Egypt is a land with a heart that has been beating for thousands of years. We are proud to call it our home. It is a place where the past and the present meet in harmony.

Egypt has always played an important role in the world. Our ancestors built one of the greatest civilizations in history. They gave the world knowledge in writing, mathematics, and medicine. The hieroglyphs carved into temple walls were not just beautiful art; they were a way to record history. The Library of Alexandria once gathered knowledge from all over the world, making Egypt a center of learning.

Egypt was also a crossroads for trade. Merchants traveled along the Nile and across the deserts, carrying goods such as gold, spices, papyrus, and grain. Our land was a bridge where people met and exchanged ideas, making Egypt a source of inspiration for many civilizations.

Today, Egypt continues to grow. Our cities rise with modern buildings, while our historical monuments still stand with pride. We are building new roads, bridges, and neighborhoods that show the world our determination to progress. From the pyramids of Giza to the Grand Egyptian Museum, we continue to honor our history while shaping our future.

We take pride in our country, not only for its beauty, but also because we understand the sacrifices of our ancestors. We work hard to make it greater for generations to come. Every citizen has a role to play – protecting our heritage, contributing to our economy, and sharing our culture with the world.

12 Unit 1 Egypt's Heritage

4 Define the following words in your own words based on the reading.

1. Civilization ……………………………………………
2. Neighborhood ……………………………………………
3. Heritage ……………………………………………

Speaking

6 Past vs. Present Egypt

Which places do you like to visit more : ancient or modern places? Why?

Step 1: Choose your side:

Team A: ancient places.

Team B: modern places.

Step 2: Speak and Listen:

Each team takes turns to share their reasons. Listen to the other team and say one reply politely.

Step 3: Finish:

Give a short final sentence:
"We believe the past/present places are better because..."

Useful Phrases:

- I think ...
- One reason is ...
- For example ...
- I understand, but...
- This shows...

8 Discuss the following.

In small groups, discuss the following questions. Be prepared to share your group's ideas with the class.

- Do you agree that Egypt "carries its past with it"? Give an example from your own life or from Egyptian culture today.
- Modern Egypt faces some challenges such as (traffic, pollution, fast growth). How do you think modern architects and engineers can use lessons from the past to solve these problems?

14 Unit 1 Egypt's Heritage

Think about this

Students have the chance to think after reading, express their opinions, and check their understanding of the reading text.

Vocabulary

This helps students to learn key words in context through engaging sentences and illustrations.

Speaking

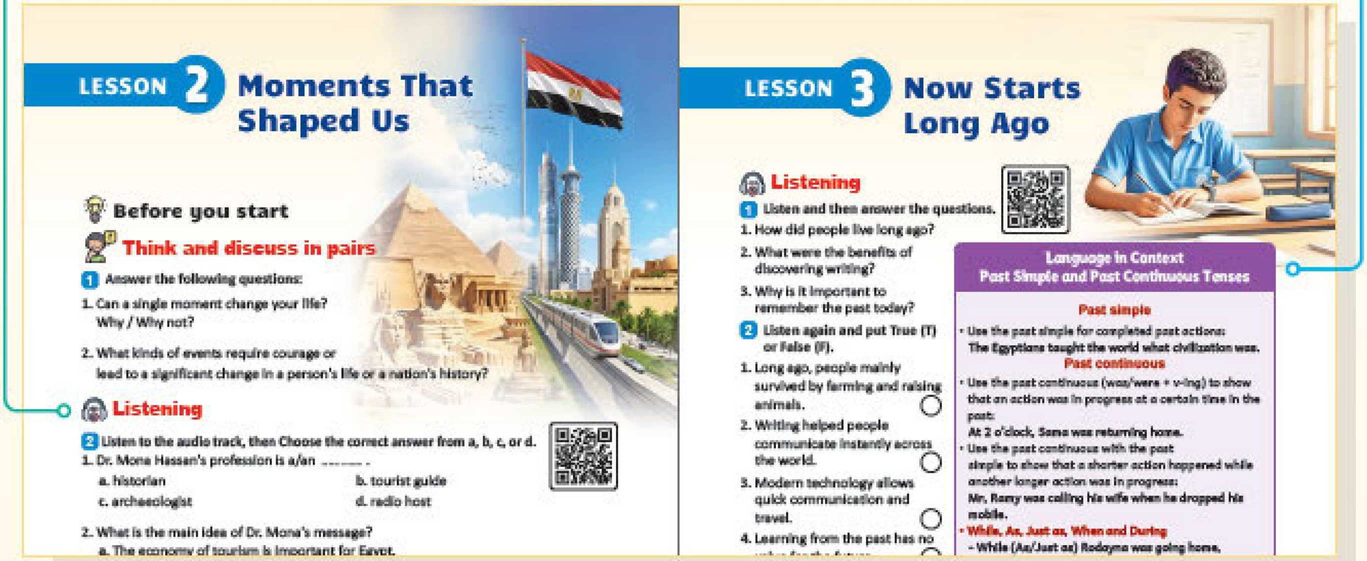
This points to each lesson's topic that students can use during their presentation.

Listening

Students listen to the audio texts and answer the questions.

Language in Context

Turn grammar rules into real communication skills.



LESSON 2 **Moments That Shaped Us**

Before you start

Think and diseuss in pairs

1 Answer the following questions:

1. Can a single moment change your life? Why / Why not?
2. What kinds of events require courage or lead to a significant change in a person's life or a nation's history?

Listening

2 Listen to the audio track, then Choose the correct answer from a, b, c, or d.

1. Dr. Mona Hassan's profession is a/an ....
   a. historian b. tourist guide
   c. archeologist d. radio host
2. What is the main idea of Dr. Mona's message?
   a. The economy of tourism is important for Egypt.

LESSON 3 **Now Starts Long Ago**

Listening

1 Listen and then answer the questions.

1. How did people live long ago?
2. What were the benefits of discovering writing?
3. Why is it important to remember the past today?

2 Listen again and put True (T) or False (F).

1. Long ago, people mainly survived by farming and raising animals. ○
2. Writing helped people communicate instantly across the world. ○
3. Modern technology allows quick communication and travel. ○
4. Learning from the past has no

Language in Context
Past Simple and Past Continuous Tenses

Past simple

- Use the past simple for completed past actions:
  The Egyptians taught the world what civilization was.

Past continuous

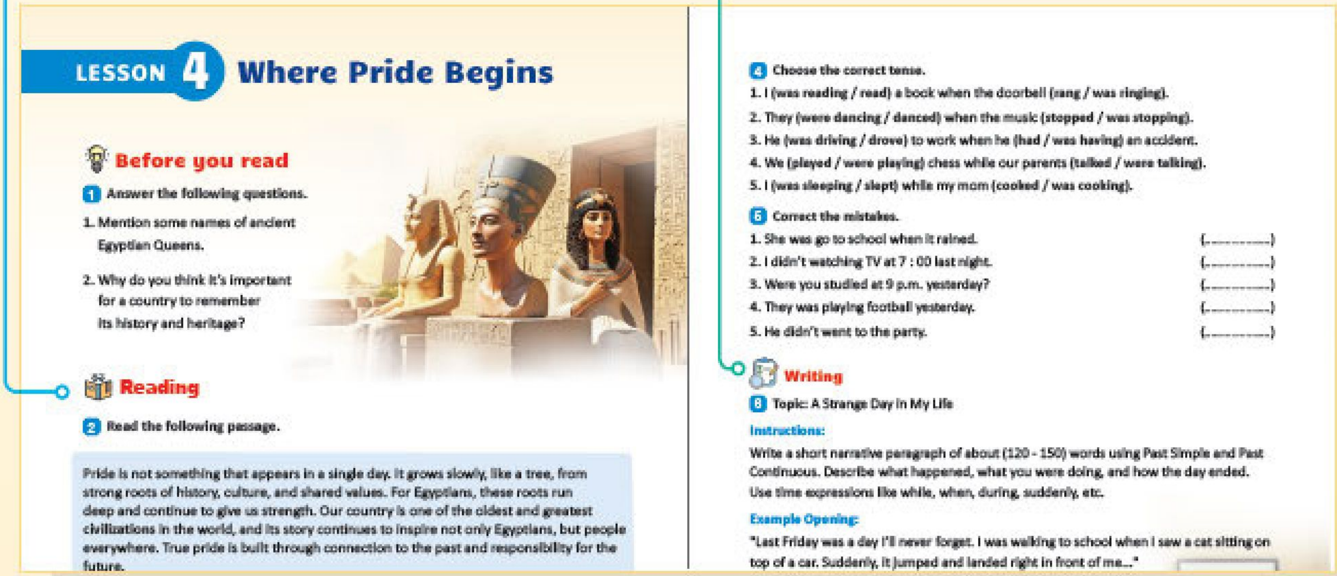
- Use the past continuous (was/were + v-ing) to show that an action was in progress at a certain time in the past:
  At 2 o'clock, Sama was returning home.
- Use the past continuous with the past simple to show that a shorter action happened while another longer action was in progress:
  Mr. Ramy was calling his wife when he dropped his mobile.
- **While, As, Just as, When and During**
  - While (As/Just as) Rodayna was going home,

Reading

The stories are level appropriate and related to interesting, relevant curriculum-based topics. Attractive illustrations capture the students' attention.

Writing

How to expand your vocabulary.



LESSON 4 **Where Pride Begins**

Before you read

1 Answer the following questions.

1. Mention some names of ancient Egyptian Queens.
2. Why do you think it's important for a country to remember its history and heritage?

Reading

2 Read the following passage.

Pride is not something that appears in a single day. It grows slowly, like a tree, from strong roots of history, culture, and shared values. For Egyptians, these roots run deep and continue to give us strength. Our country is one of the oldest and greatest civilizations in the world, and its story continues to inspire not only Egyptians, but people everywhere. True pride is built through connection to the past and responsibility for the future.

4 Choose the correct tense.

1. I (was reading / read) a book when the doorbell (rang / was ringing).
2. They (were dancing / danced) when the music (stopped / was stopping).
3. He (was driving / drove) to work when he (had / was having) an accident.
4. We (played / were playing) chess while our parents (talked / were talking).
5. I (was sleeping / slept) while my mom (cooked / was cooking).

6 Correct the mistakes.

1. She was go to school when it rained. (............)
2. I didn't watching TV at 7 : 00 last night. (............)
3. Were you studied at 9 p.m. yesterday? (............)
4. They was playing football yesterday. (............)
5. He didn't went to the party. (............)

Writing

8 Topic: A Strange Day in My Life

Instructions:

Write a short narrative paragraph of about (120 - 150) words using Past Simple and Past Continuous. Describe what happened, what you were doing, and how the day ended. Use time expressions like while, when, during, suddenly, etc.

Example Opening:

"Last Friday was a day I'll never forget. I was walking to school when I saw a cat sitting on top of a car. Suddenly, it jumped and landed right in front of me..."

Start Smart

Start Smart -
and Rise

Reading

1 **Read the following text, then answer the questions below:**

Marwa wanted to improve her English fluency, so she joined an online course. At first, she felt anxious about speaking in front of strangers. However, after a few weeks, she became more confident. The teacher encouraged tolerance and reminded students that **hesitation** is normal. Marwa enjoyed listening to different points of view from her classmates. She even became motivated to join an English club at her university.

- Choose the correct answer from a, b, c, or d:

1. Marwa first felt .... about speaking in front of strangers.
a. excited **b.** confident **c.** anxious **d.** brave

2. What did the teacher remind the students about hesitation?
a. It's a sign of weakness. **b.** It's normal.
c. It's disrespectful. **d.** It's something to be avoided.

3. How did Marwa's confidence change after a few weeks?
a. It got lower. **b.** It decreased.
c. It improved. **d.** The text doesn't say.

4. What motivated Marwa to join an English club at her university?
a. Her teacher's advice.
b. The positive experience in her online course.
c. Her classmates' request.
d. Her desire to meet new people.

5. Marwa enjoyed listening to different .... from her classmates?
a. accents **b.** languages **c.** points of view **d.** stories

Listening

2 **Listen and answer the questions:**

1. What is the project about?

....

2. How will students collect information?

....

3. Does the project include weekly check-ins?

....

4. Name one renewable energy source mentioned in the text.

....

Vocabulary

3 Complete the following sentences using the words in the box:

independently – tolerance – carrying – renewable – impressive

1. Solar and wind power are examples of .... energy.

2. The manager is responsible for .... out new policies.

3. Our teacher encouraged .... during debates.

4. The speech was so .... that everyone clapped.

5. Students should try to work .... on some tasks.

Language

4 Rewrite the following sentences using the words in brackets to give the same meaning:

1. He arrived at the station late so he didn't catch the train. (because)

....

2. He always tells the truth. (lies)

....

3. It is still raining. (stopped)

....

Writing

5 Write a short email of (120) words to your friend. Tell them about:

- a new skill you are learning,
- why it is valuable,
- what challenges you face,
- how you stay motivated.

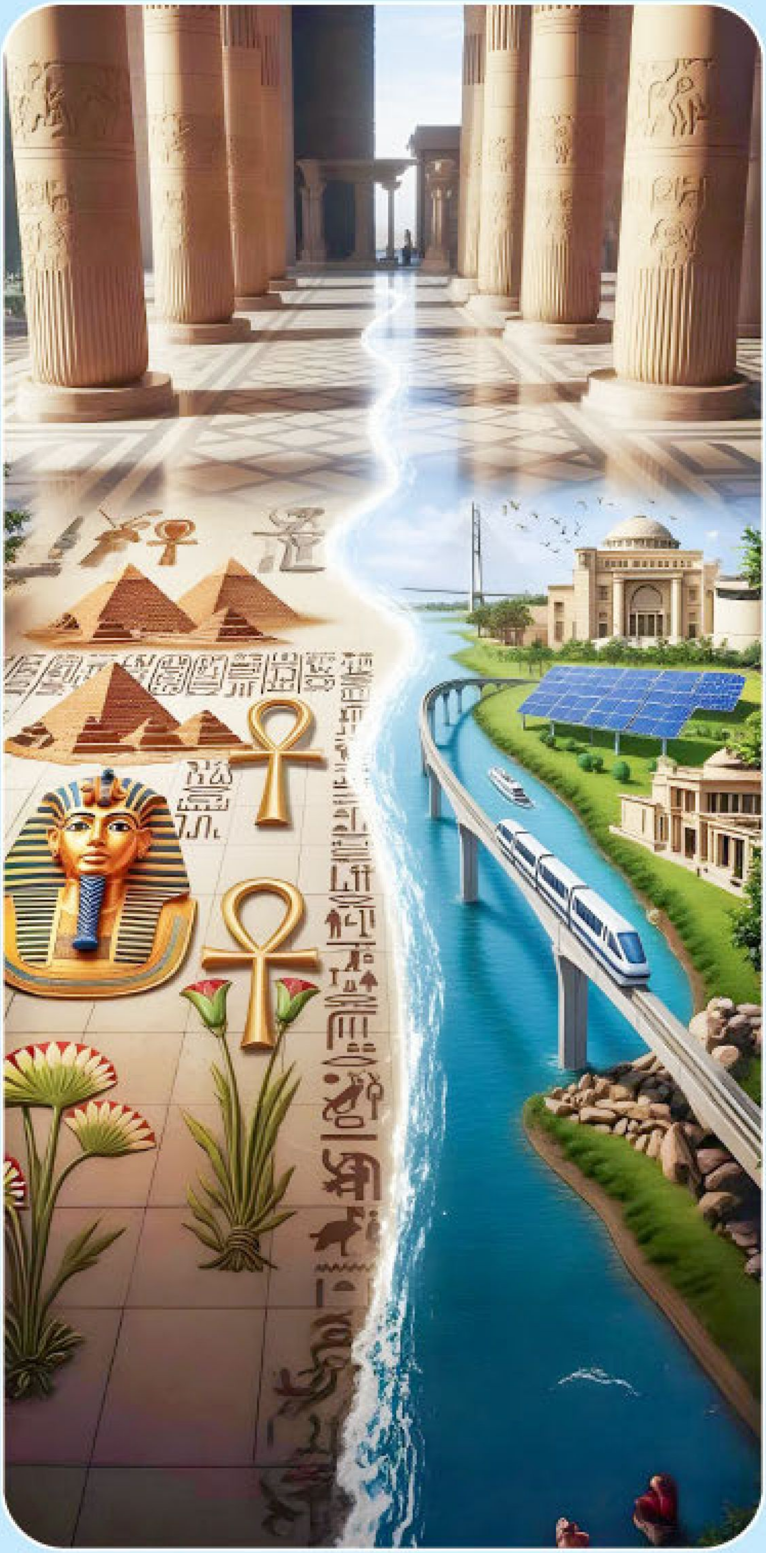
....

....

....

UNIT 1

Egypt's Heritage



Learning Outcomes:

Reading

- **Identify** gist in a text about Egypt's heritage
- **Recognize** specific detail in a text about Egypt's heritage

Listening

- **Identify** the main ideas from audio texts about cultural heritage and its preservation

Language

- Use the past simple for completed past actions
- Use the past continuous to show that an action was in progress

Writing

- Write a short narrative paragraph about "a strange day in my life" using past simple and past continuous

Speaking

- **Describe** a longer, ongoing action in the past using the Past Continuous and a shorter actions in past simple.

LESSON 1 Taking Pride in Our Beloved Egypt

Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What do you think makes a country's people feel proud of their homeland?
2. What do you know about the Ancient Egyptian civilization.

Reading

2 **Read the following passage.**

Egypt is a land with a heart that has been beating for thousands of years. We are proud to call it our home. It is a place where the past and the present meet in harmony.

Egypt has always played an important role in the world. Our ancestors built one of the greatest **civilizations** in history. They gave the world knowledge in writing, mathematics, and medicine. The hieroglyphs carved into temple walls were not just beautiful art; they were a way to record history. The Library of Alexandria once gathered knowledge from all over the world, making Egypt a center of learning.

Egypt was also a **crossroads for trade**. **Merchants** traveled along the Nile and across the deserts, carrying goods such as gold, spices, papyrus, and grain. Our land was a bridge where people met and exchanged ideas, making Egypt a source of inspiration for many civilizations.

Today, Egypt continues to grow. Our cities rise with modern buildings, while our historical **monuments** still stand with pride. We are building new roads, bridges, and **neighborhoods** that show the world our determination to progress. From the pyramids of Giza to the Grand Egyptian Museum, we continue to honor our history while shaping our future.

We take pride in our country, not only for its beauty, but also because we understand the sacrifices of our ancestors. We work hard to make it greater for generations to come. Every citizen has a role to play – protecting our **heritage**, contributing to our economy, and sharing our culture with the world.

3 Choose the correct answer from a, b, c or d.

1. In what ways did Ancient Egyptians contribute to world knowledge?
   - **a.** by building modern bridges and roads
   - **b.** by writing mathematics, art, and medicine
   - **c.** be trading oil and with other countries
   - **d.** by inventing computers and mobile phones

2. According to the passage, the hieroglyphs were a ………… .
   - **a.** type of trade product
   - **b.** form of beautiful decoration
   - **c.** way record history
   - **d.** type of building material

3. What specific action is mentioned that demonstrates Egypt's focus on modern development?
   - **a.** Protecting its heritage
   - **b.** Building new roads, bridges, and neighborhoods
   - **c.** Recording history with hieroglyphs
   - **d.** Traveling along the Nile

4. The main idea of this passage is to show ………… .
   - **a.** How Egypt's ancient civilization was superior to all others
   - **b.** The challenges Egypt faces with modern development
   - **c.** The proud link between Egypt's ancient past and its modern progress
   - **d.** The sacrifices made by ancient Egyptians

5. Which of the following is the best summary of the passage?
   - **a.** Ancient Egypt was a great civilization that built pyramids and temples.
   - **b.** Modern Egypt is a developing country that is building new roads and museums.
   - **c.** Egypt is continuing to build and progress today, a source of pride for its citizens.
   - **d.** Egyptians should be proud of their country's past for it was once a center of trade and learning.

6. Based on the context, what does the word "determination" mean in this sentences: "We are building new roads, bridges, and neighborhoods that show the world our determination to progress."
   - **a.** A lack of interest effort.
   - **b.** A strong will to succeed or achieve a goal.
   - **c.** A feeling of worry or anxiety.
   - **d.** An old and ancient way of doing things.

7. Which of the following statements from the passage is an opinion rather than a fact?
   - **a.** "The hieroglyphs carved into temple walls were not just beautiful art; they were a way to record history."
   - **b.** "The Library of Alexandria once gathered knowledge from all over the world."
   - **c.** "Egypt has always played an important role in the world."
   - **d.** "Merchants traveled along the Nile and across the deserts."

4 **Define the following words in your own words based on the reading.**

1. Civilization	....
2. Neighborhood	....
3. Heritage	....

Speaking

5 Past vs. Present Egypt

Which places do you like to visit more : ancient or modern places? Why?

Step 1: Choose your side:

Team A: ancient places.

Team B: modern places.

Step 2: Speak and Listen:

Each team takes turns to share their reasons.

Listen to the other team and say one reply politely.

Step 3: Finish:

Give a short final sentence:
“We believe the past/present places are better because...”

Useful Phrases:

- I think ...
- One reason is ...
- For example ...
- I understand, but...
- This shows...

6 Discuss the following.

In small groups, discuss the following questions. Be prepared to share your group's ideas with the class.

- Do you agree that Egypt "carries its past with it"? Give an example from your own life or from Egyptian culture today.
- Modern Egypt faces some challenges such as (traffic, pollution, fast growth). How do you think modern architects and engineers can use lessons from the past to solve these problems?

LESSON 2 Moments That Shaped Us

Before you start

Think and discuss in pairs

1 **Answer the following questions:**

1. Can a single moment change your life?
Why / Why not?

2. What kinds of events require courage or lead to a significant change in a person's life or a nation's history?

Listening

2 **Listen to the audio track, then Choose the correct answer from a, b, c, or d.**

1. Dr. Mona Hassan's profession is a/an …………… .

a. historian	**b.** tourist guide
c. archaeologist	**d.** radio host

2. What is the main idea of Dr. Mona's message?
- **a.** The economy of tourism is important for Egypt.
- **b.** Preserving heritage is essential for national identity.
- **c.** Young people are not interested in history.
- **d.** The Philae Temple is the most important site.

3. According to Dr. Mona, the biggest challenge to heritage preservation is the …………… .
- **a.** lack of monuments
- **b.** effects of climate change
- **c.** lack of awareness among young people
- **d.** tourists visiting the sites

4. Dr. Mona wants to inspire young people by …………… .
- **a.** writing books about history
- **b.** telling them that heritage is a source of money
- **c.** asking them for help
- **d.** encouraging them to visit historical sites

5. According to the audio track, what is the result of a nation restoring its historical sites?

- **a.** It makes money for the country.
- **b.** It helps the nation reconnect with its past.
- **c.** It makes it easier for tourists to visit.
- **d.** It prevents the country from building new cities.

3 **Complete the sentences using words from the box below.**

preserves – identity – heritage – restoring – pride

1. The Aswan High Dam helps to control the Nile, but it also .... many historical sites from floods.

2. The Great Pyramids are an amazing part of our historical .... that we must protect.

3. The government is working on .... the old Islamic buildings in Cairo.

4. A strong sense of national .... is important for a country to feel united.

5. Egyptians have a deep feeling of .... when they see their ancient monuments.

Speaking Task

4 **Goal:** Discuss how Egypt can use its history and culture to build a strong future.

Step 1: Work in Pairs or Groups

Student A: Focus on using heritage for tourism and education (how ancient sites can teach and inspire).

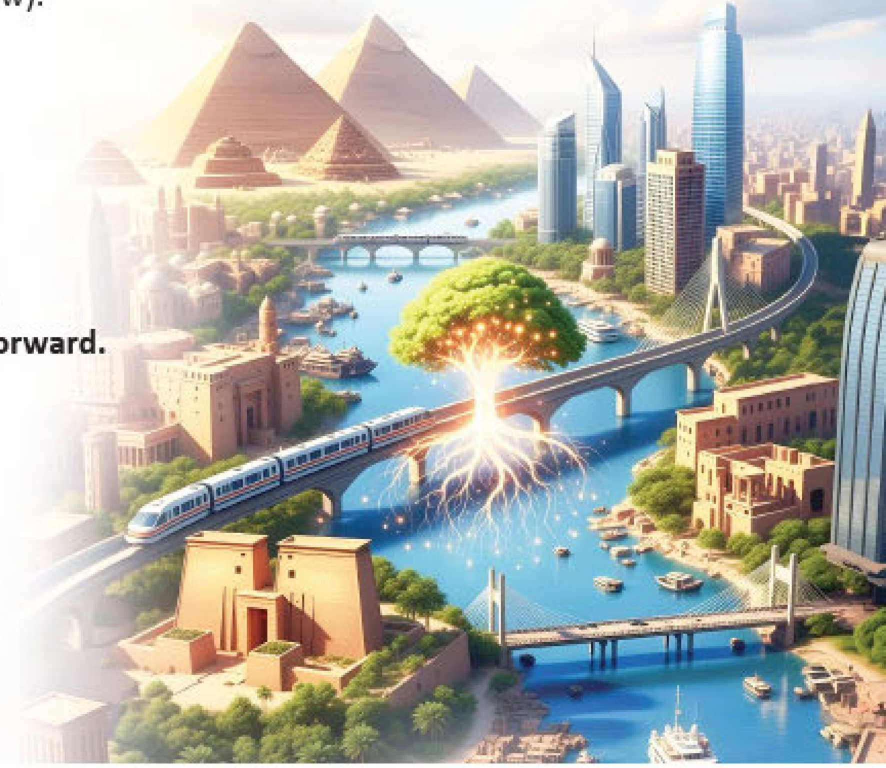
Student B: Focus on protecting heritage while developing modern Egypt (how to balance old and new).

Step 2: Prepare Your Points

Ask each other questions:

- How would that work?
- What problem could happen?

- **Together, agree on one plan to keep Egypt's culture alive while moving forward.**



Useful Phrases:

- One way to... is...
- For example...
- I agree because...
- I see your point, but...
- We could also...

LESSON 3 Now Starts Long Ago

Listening

1 Listen and then answer the questions.

1. How did people live long ago?
2. What were the benefits of discovering writing?
3. Why is it important to remember the past today?

2 Listen again and put True (T) or False (F).

1. Long ago, people mainly survived by farming and raising animals. ○
2. Writing helped people communicate instantly across the world. ○
3. Modern technology allows quick communication and travel. ○
4. Learning from the past has no value for the future. ○

3 Fill in the blanks with Past Simple or Past Continuous.

1. While I .... **(walk)** home, I .... **(see)** a shooting star.
2. They .... **(play)** football when it .... **(start)** to rain.
3. I .... **(not hear)** the phone because I .... **(listen)** to music.
4. She .... **(write)** a poem when her pen .... **(break)**.
5. We .... **(watch)** TV all evening yesterday.

Language in Context
Past Simple and Past Continuous Tenses

Past simple

- Use the past simple for completed past actions:
  The Egyptians taught the world what civilization was.

Past continuous

- Use the past continuous (was/were + v-ing) to show that an action was in progress at a certain time in the past:
  At 2 o'clock, Sama was returning home.
- Use the past continuous with the past simple to show that a shorter action happened while another longer action was in progress:
  Mr, Ramy was calling his wife when he dropped his mobile.
- **While, As, Just as, When and During**
  - **While (As/Just as) Rodayna was going home, she met her friends.**
  - When Ahmed arrived home, mother was serving lunch.
- **While is followed by verb + (ing) in case there is no subject after it.**
  While watching a film, I fell asleep.
- **During can give the meaning of while, but it is followed by a noun.**
  During the match, the player fell and broke his leg.
- **We can have two actions in the past continuous if they are happening in parallel:**
  Joury was tidying her room while Adam was watching TV.
- **Some verbs are not used in the continuous form. These are called stative verbs such as:**
  be, love, like, want, (look = seem), (have = possess) ... etc.
  - While Nasser was at school, his daughter called him.
  (Not: While Nasser was being ...)

4 Choose the correct tense.

1. I **(was reading / read)** a book when the doorbell **(rang / was ringing)**.

2. They **(were dancing / danced)** when the music **(stopped / was stopping)**.

3. He **(was driving / drove)** to work when he **(had / was having)** an accident.

4. We **(played / were playing)** chess while our parents **(talked / were talking)**.

5. I **(was sleeping / slept)** while my mom **(cooked / was cooking)**.

5 Correct the mistakes.

1. She was go to school when it rained. (......................)

2. I didn't watching TV at 7 : 00 last night. (......................)

3. Were you studied at 9 p.m. yesterday? (......................)

4. They was playing football yesterday. (......................)

5. He didn't went to the party. (......................)

Writing

6 Topic: A Strange Day in My Life

Instructions:

Write a short narrative paragraph of about (120 - 150) words using Past Simple and Past Continuous. Describe what happened, what you were doing, and how the day ended. Use time expressions like while, when, during, suddenly, etc.

Example Opening:

"Last Friday was a day I'll never forget. I was walking to school when I saw a cat sitting on top of a car. Suddenly, it jumped and landed right in front of me..."

Pair work

(a) Complete the following using both past simple and past continuous tenses.

- I was walking to the market when ...
- She was cooking dinner when...
- We were playing outside when...

(b) Students ask each other:

- What were you doing at 8 p.m. last night?
- What did you do after school yesterday?
- Were you studying when the power went out?

LESSON 4 Where Pride Begins

Before you read

1 Answer the following questions.

1. Mention some names of ancient Egyptian Queens.
2. Why do you think it's important for a country to remember its history and heritage?

Reading

2 Read the following passage.

Pride is not something that appears in a single day. It grows slowly, like a tree, from strong roots of history, culture, and shared values. For Egyptians, these roots run deep and continue to give us strength. Our country is one of the oldest and greatest **civilizations** in the world, and its story continues to inspire not only Egyptians, but people everywhere. True pride is built through connection to the past and responsibility for the future.

In ancient times, Egypt was a leader in human progress and knowledge. Our ancestors built the **mighty** pyramids and the **magnificent** temples along the Nile – **monuments** that still amaze the world today. They developed writing systems, advanced mathematics, and important medical knowledge. These achievements were not only for Egypt; they became gifts to the entire world, proving the greatness and creativity of our people. Their **heritage** shows that Egyptians have always worked with vision and determination.

Egypt was also a center for culture and learning. Great authors, poets, and thinkers shared their ideas and recorded their knowledge in writing.

Their works reflected the values, traditions, and beliefs of the Egyptian society and influenced people for generations. Through stories, wisdom, and art, Egypt became a place where culture was preserved and celebrated. This role, as a home for creativity and expression, gave our nation respect and admiration from other civilizations.

True pride begins when we understand our history, protect our culture, and work hard for the future. It is not only about what we have inherited, but also about what we create for the generations to come. When we honor our past, stay united, and build our tomorrow with determination, we stand exactly where pride begins.

3 Answer the following questions.

1. Why does the writer compare pride to a tree?
2. What scientific and cultural achievements of ancient Egyptians are mentioned?
   - Give two examples
3. How did authors and poets in Egypt influence future generations?
4. What role did Egypt play in preserving and celebrating culture?
5. According to the passage, what is the key to true pride?
6. Find a word in the passage that means "large and impressive".

4 Match the words with their meanings.

Words	Meanings
1. civilization	☐ something that motivates and encourages others
2. heritage	☐ great and lasting achievements of a society
3. monuments	☐ historical buildings or structures of importance
4. inspire	☐ history, traditions, and values passed down

5 Choose the correct answer from a, b, c, or d.

1. In the passage, the pyramids and temples are examples of ....
a. modern construction
b. gifts from other civilizations
c. ancient achievements
d. tourist attractions only

2. Ancient Egyptians developed knowledge in ....
a. music and painting
b. writing, mathematics, and medicine
c. fishing and farming only
d. science and technology only

3. The phrase “True pride begins when we understand our history” means ....
a. we should only think about the future
b. knowing and valuing our past makes us proud
c. history is more important than the present
d. the future is less important than the past

6. The writer compares pride to a ....

a. river **b.** mountain **c.** tree **d.** star

6 Complete the following sentences with words from the box:

civilization – heritage – achievements – monuments

1. Egypt is one of the oldest and greatest .... in the world.

2. Our ancestors' .... in writing and medicine were gifts to the world.

3. The pyramids and temples are examples of ancient ....

4. Modern museums protect our cultural ....

Speaking Task

7 Meeting a Figure from Our History

Imagine you meet an important person from Egypt's past. Talk about what you would ask and what you would learn.

Step 1: **Choose a historical figure**

Step 2: **Work in Pairs**

Student A: Be yourself. Ask questions.

Student B: Pretend to be the historical figure, and answer the questions.

Example Questions:

- What is your greatest achievement?
- What advice would you give to young Egyptians today?
- What was the most difficult challenge you faced?
- How do you want to be remembered?

Useful Phrases for the Conversation

- I would like to ask you about...
- One thing I admire is...
- I believe your most important work was...
- If you could see Egypt today...

LESSON 5 An Essay about Technology

Think and discuss in pairs

① **Introduction:** The opening paragraph

- **Purpose:**

Introduces the topic, grabs the reader's attention, and presents the thesis statement (the main idea of the essay).

- **Includes:**

Hook (interesting fact/question/quote), background information, thesis statement.

- **Example:**

> "Technology is changing the way we live. From smartphones to AI, it affects our jobs, communication, and education. This essay will discuss how technology has improved our daily lives."

Essay Structure

Have you ever read a text that was so clear and easy to follow that you understood every idea? That's the power of a well-structured essay.
An essay is like a journey:
the introduction is where we start, **the body paragraphs** are the steps we follow, **the conclusion** is where we arrive.
Today, we're going to learn how to

- Organize your ideas so that your writing has a clear beginning, middle, and end.

② **Body Paragraphs:** The main part

(usually 2–3 paragraphs)

- **Purpose:**

Explain and support the thesis with details, examples, and evidence.

- **Includes:**

Topic sentence (main idea of the paragraph), supporting details, examples, and a closing sentence linking back to the main topic.

- **Example topic sentence:**

> "One way technology improves life is through faster communication."

③ **Conclusion:** The final paragraph

- **Purpose:**

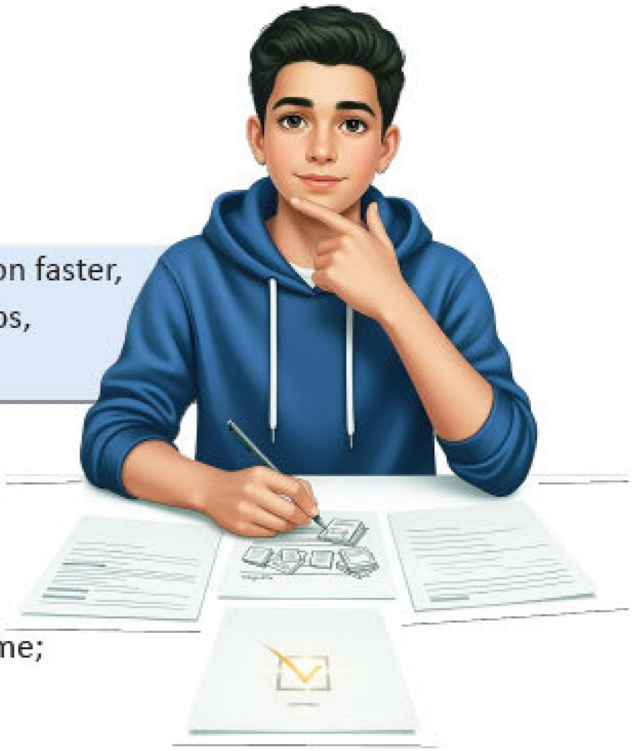
Summarize the main points, restate the thesis in new words, and give a final thought or call to action.

- **Includes:**

Summary of ideas, rephrased thesis, final insight.

- **Example:**

- "In conclusion, technology has made communication faster, work easier, and life more convenient. As it develops, we must use it wisely."



Your Task

④ Arrange the following paragraphs into the correct Introduction – Body – Conclusion order.

ⓐ In conclusion, reading is not just a way to spend time; it is a tool that shapes our minds, improves our language, and connects us to the world. Whether for study or pleasure, picking up a book can open new doors. Everyone should try to make reading a regular habit in their life.

ⓑ Reading is one of the most valuable habits a person can develop. It gives us knowledge, helps us relax, and even improves our communication skills. People who read regularly often find it easier to express themselves and understand others.

ⓒ Another important benefit is that reading develops our thinking skills. Stories make us imagine and visualize scenes in our minds. Non-fiction books teach us facts and ideas we may not learn elsewhere. Both types of reading help us become more creative and better at solving problems.

ⓓ First, reading improves our vocabulary and grammar. When we read books, magazines, or even articles online, we see new words in context. This helps us understand their meanings and how to use them correctly. Over time, this can make our speaking and writing skills much stronger.

Writing task

- Write an essay of (120-150) words on "Why Learning English is Important Today".

....

....

....

....

UNIT 2

Hands Help, Hearts Care

Learning Outcomes

Reading

- Reading short texts about helping others and community
- Identify key details of a text about volunteering and serving communities

Language

- Using modal verbs for suggestion, advice, invitations and prohibition

Listening

- Identify the main idea of a text
- Identify specific details of a text

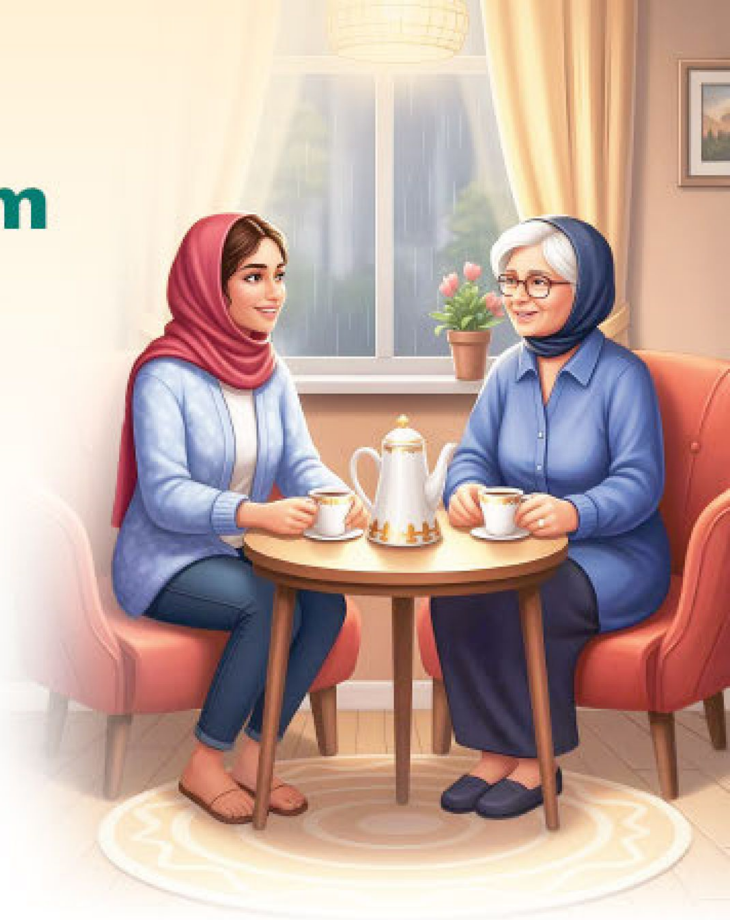
Writing

- Writing a descriptive essay

Speaking

- Expressing varied social roles in community service

LESSON 1 The Warm Bread



Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Do you think a small act of kidness can change someone's day? Why/Why not?
2. What are things that usually make you feel better when you are sad or stressed.

Reading

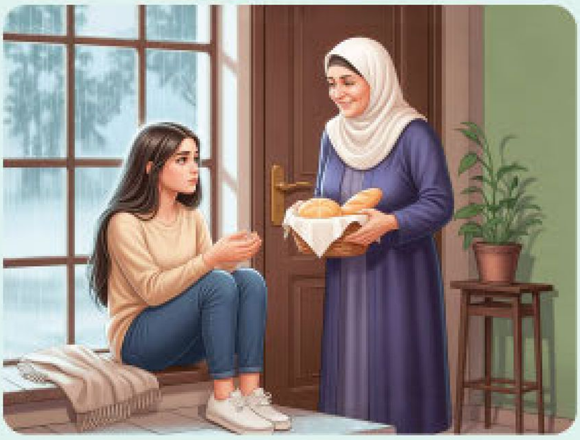
2 **Read the following, and then do the following tasks.**

It was a difficult week for Sama. Her grades were **slipping**, and she felt **overwhelmed** by all her schoolwork. On Thursday afternoon, she sat by her window, **staring** at the grey sky that seemed to **mirror her mood**. She hadn't spoken to many people lately and felt **isolated** from her friends.

Then, there was a knock at the door. It was Mrs. Aya, the friendly neighbor who lived upstairs. She held a small basket covered with a clean white cloth, still warm from the oven.

"I baked some fresh bread this morning," Mrs. Aya said warmly. "I thought you might like some."

The smell was **irresistible**, wrapping around Sama like a gentle hug. Sama smiled for the first time in days and invited her in for tea. They sat together, chatting about small things-school, plants, and Mrs. Aya's garden, while the soft sound of rain tapped on the window. Slowly, Sama felt her worries began to **fade**.



Before leaving, Mrs. Aya said, "Sometimes, the smallest kindness can make a big difference."

Sama kept thinking about those words. She decided to help her younger cousin with homework that evening. Seeing her cousin's face **light up** filled her with **optimism**.

She realized that kindness doesn't just make others feel better; it can change your own heart, too.

ⓐ Answer the following questions.

1. Why was Sama having a difficult week?

....

2. How did Mrs. Aya try to help Sama?

....

3. What change happened in Sama's feelings during the visit?

....

4. What lesson did Sama learn from this experience?

....

ⓑ Choose the correct answer from a, b, c, or d.

1. Sama felt isolated because she ....

a. moved to a new city
b. had little contact with friends
c. was preparing for a celebration
d. didn't like her neighbors

2. Mrs. Aya brought Sama ....

a. a basket of fruit
b. freshly baked bread
c. some flowers
d. a book to read

3. The smell of the bread was described as ....

a. ordinary
b. bitter
c. irresistible
d. strange

4. What did Sama do after Mrs Aya's. visit?

a. She went shopping.
b. She helped her cousin with homework.
c. She baked a cake.
d. She studied all night.

5. The main message of the story is ".............".

a. kindness can make life more expensive
b. small acts of kindness can improve moods and relationships
c. it's important to always give food as gifts
d. neighbors should always visit daily

6. We can guess that in the future Sama will ....

a. ignore her neighbor's advice
b. stop helping her family
c. continue spreading kindness
d. move to another city

Ⓒ Complete the following sentences with words from the box.

fade - irresistible - isolated - light up - optimism - overwhelmed - slip

1. Sama felt .... by her schoolwork and falling grades.

2. Spending so much time alone made her feel ....

3. The smell of the bread was so .... that she smiled immediately.

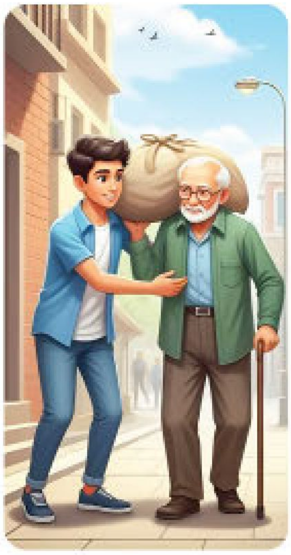
4. Her worries began to .... as she talked with Mrs. Aya.

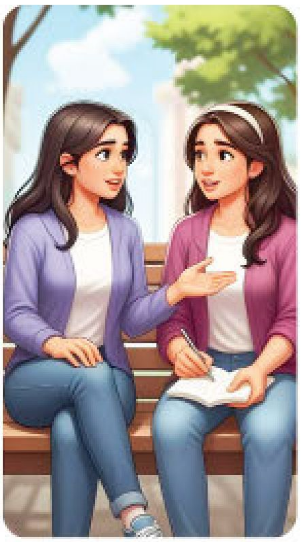
5. Helping her cousin filled her with a sense of .... about the future.

6. Sama's help caused her cousin's face to ....

7. Sama wasn't happy to see her grades ....

Speaking





3 Showing Respect.

Work in pairs or small groups. Discuss the situations below and share your opinions.

- **Use phrases like:**

I think showing respect means...

In my opinion, it's important to...

I agree because... / I disagree because...

- **Situations to Discuss**

Talk about how you would show respect in these situations:

- A classmate has different opinions during a group project.
- You see someone older struggling to carry something heavy.
- A friend tells you something personal.

- **Reflection Questions**

1. Why do you think showing respect is important for building good relationships?

2. How can respect help prevent conflicts?

3. Predict what might happen in a community if people don't respect each other.

Role-Play

4 Choose one of the situations above and act out a short conversation showing respect.

LESSON 2 Planting Trees, Growing Myself

Before you start

Think and discuss in pairs

1 Answer the following questions.

1. Have you ever seen someone helping others in your community? What were they doing?
2. Do you think volunteering changes the person who volunteers? How?

Listening

2 Listen to the audio track then do the following tasks:

ⓐ Match the words with their meanings

A	B
1. community	☐ to give help or encouragement to someone
2. volunteer	☐ people who live in the same area or have something in common
3. transformed	☐ completely changed in a positive way
4. saplings	☐ belief in your own abilities
5. support	☐ a person who works without pay to help others
6. confidence	☐ young trees

ⓑ Complete the sentences with the correct word from the box.

transformed - volunteer - saplings - confidence - support - community

1. After the project, Ahmed felt completely ....

2. The .... helped clean the park without asking for money.

3. Planting more .... will help the village have more shade in the future.

4. My .... has grown since I started giving speeches in class.

5. Good friends always .... each other in difficult times.

6. The whole .... joined the campaign to save water.

Ⓒ **Answer the following questions.**

1. Why did Ahmed join the tree-planting project at first?

....

2. What kind of work did the team do in the project?

....

3. What did the old farmer say, and why was it important to Ahmed?

....

4. What is the main message of Ahmed's story?

....

5. How did volunteering change Ahmed's personality and habits?

....

6. Why does Ahmed believe volunteering helps the volunteer as well as others?

....

7. If Ahmed started another project, what do you think it would be? Why?

....

8. Do you think volunteering should be required in schools? Why?

....

Speaking

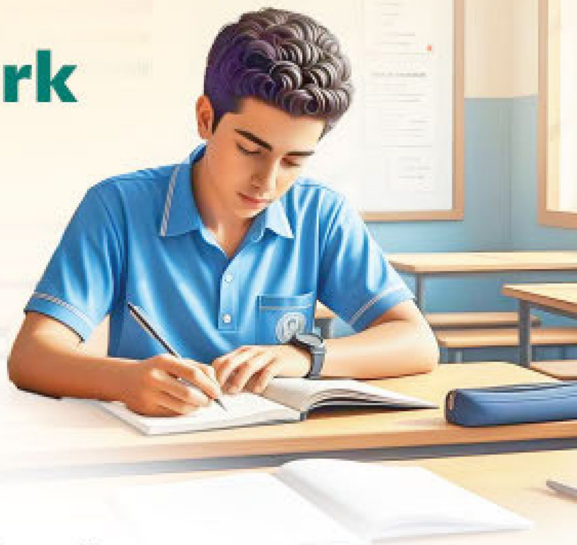
3 In small groups, discuss the following questions.

- Have you ever learned something important from helping others? If so, what is it?
- What personal quality (like confidence or kindness) could volunteering improve?

Use these phrases:

- "I think volunteering improves..."
- "It helped me feel..."
- "Maybe I'll try..."

LESSON 3 Voluntary work



Listening

1 Listen and then answer the questions:

1. Why is voluntary work valuable for young students?
2. How does voluntary work build social connections?
3. What personal skills can volunteers gain from their experiences?

2 Listen again and Put (T) True or (F) False:

1. Voluntary work always provides financial rewards. ○
2. Helping in hospitals or schools can teach empathy. ○
3. Voluntary work can only be done by young people. ○

3 Complete the sentences with the correct modal verb. (must - have to)

1. Citizens .... respect the national laws.
2. We .... stay late at work. The manager orders us.
3. You .... vote in elections if you want your voice to be heard.
4. Students .... treat their teachers and classmates politely.
5. People .... recycle to protect the environment.

4 Choose the correct answer.

1. You .... wear a helmet when riding a motorbike. It's the law.
   a. should **b.** shouldn't
   c. must **d.** mustn't
2. You .... eat so much sugar. It's not healthy.
   a. have to **b.** must **c.** should **d.** shouldn't

Language in Context

Modal verbs

should, shouldn't, must, mustn't and have to

- We use **should/shouldn't** for suggestions and advice:
  - You **should** always take a shower every day in hot weather.
  - You **shouldn't** take your umbrella today. It not sunny.
- We use **must/mustn't** for rules and laws:
  - Drivers **must** follow traffic rules.
- We use **must/mustn't** for strong advice and warm invitations:
  - Nouran **mustn't** waste her time. Exams are nearby!
  - You **must** come and try mom's cake. It is great.
- We use **mustn't** to express prohibition:
  - You mustn't smoke in a public place.
- We use **have to** when you mean you have no choice.
  - I **have to** renew my driving licence next month.

3. Drivers .... use their phones while driving.
a. mustn't **b.** should **c.** have to **d.** must

4. You .... take an umbrella. It's going to rain.
a. should **b.** mustn't **c.** has to **d.** shouldn't

5. I .... finish this report by 5 pm.
a. have to **b.** mustn't **c.** shouldn't **d.** has to

5 Find and correct the mistake in the following sentences.

1. You must to wear a uniform at school.

....

2. She should calling her mother more often.

....

3. She don't have to worry. Everything is fine.

....

4. He mustn't attend the party. He promised to go.

....

5. Ali must park his car here. There is a "No Parking" sign.

....

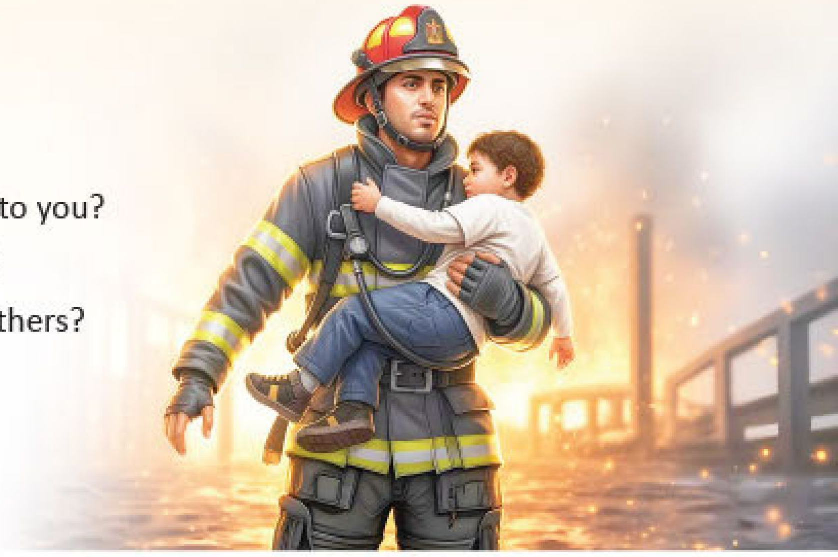
6 Rewrite the sentences using the correct modal verb.

1. It’s important to protect public property.
2. It’s a good idea to learn about your country’s history.
3. It is necessary to obey traffic rules.
4. It’s not allowed to cheat in exams.
5. It’s not a good idea to waste water.

Writing Task – Citizenship

7 Write a paragraph of (120-150) words about “The Responsibilities of a good citizen” using modal verbs.

LESSON 4 Serving the Community in Times of Danger



Before you read

1 Answer the following questions.

1. What does “community service” mean to you?
2. Can helping others ever be dangerous?
3. Would you risk your safety to protect others? Why or why not?

Reading

2 Read the following passage.

My name is Radwan, and I work as a firefighter in Alexandria. Many people think our job is just putting out fires, but it’s much more than that. We **rescue** people from car accidents, help during floods, and sometimes save animals trapped in dangerous places.

The truth is, our work can be **risky**. I have entered burning buildings where smoke made it hard to see and breathe. I’ve stood on shaking ladders in the middle of the night, with the heat almost burning my skin. Sadly, I have also seen lives lost before we could reach them. These moments stay with me forever.

Yet, we do it because we believe in **obligation** – the duty to help each other, no matter the cost. In every **emergency**, we must act quickly, stay calm, and **trust** our training. We don’t think about fear in those moments; we think about the people waiting for us.

I am proud to serve my community. I know that my work saves lives, and that is worth every risk. When you help others, you are not just doing a job – you are **protecting** hope itself.

3 Read again, and then do the following tasks.

ⓐ Match the words with their meanings.

A	B
1. rescue	☐ to believe in someone or something
2. risky	☐ a sudden, dangerous situation
3. obligation	☐ to save someone from danger
4. emergency	☐ something dangerous
5. trust	☐ to keep safe
6. protect	☐ something you must do

ⓑ Fill in the blanks with the suitable bold words in the text.

1. Going out in the storm was very ....
2. The lifeguard was able to .... the child from drowning.
3. Wearing a uniform is not a choice, it is an ....
4. We .... our teachers to guide us.
5. A fire in a crowded building is a serious ....
6. Wearing a helmet will help .... you during an accident.

ⓒ Read the text again, and then answer the following questions.

1. What are some of the situations that firefighters help with besides fires?
2. What dangers does Radwan face in his job?
3. Why does Radwan say firefighters act quickly during emergencies?
4. What is the main message of Radwan's story?
5. Why do you think Radwan said that helping others is "**protecting hope itself**"?
6. If Radwan had been too afraid to enter a burning building, what might have happened?
7. Do you think firefighters should take such risks? Why or why not?

Speaking Task

4 Community Service and Bravery

Work with a partner or in a small group. Discuss the questions below. Give reasons and examples to support your answers.

Part 1 – Personal Opinion

1. What kind of people do you think become firefighters or rescue workers?
2. Do you think it's brave or risky to choose this job? Why?

Part 2 – Real-life Scenarios

Your partner will read one of the scenarios below. Respond by explaining what you would do and why.

Situations to Discuss:

- You see a building on fire. The firefighters have not arrived yet, but you hear a child crying inside.
- Your neighbor's house floods during a storm. They ask for help moving furniture out.
- A road accident happens in front of you. People are injured, and you don't know if the police and ambulance are coming.

Part 3 – Discuss

Statement:

"Community service jobs like firefighting should be voluntary.

LESSON 5 Show, Don't Just Tell

Think and discuss in pairs

How to write a Descriptive Essay

A simple descriptive essay has three main parts:

Introduction: Start by introducing the person, place, or thing you will describe. Give a general idea of why it is important to you.

Body Paragraphs: In the middle, you will have two or more paragraphs. Each paragraph should focus on a different aspect or sense. For example, one paragraph can describe what you see, and another can describe what you hear and smell.

Conclusion: Finish by summarizing the main ideas and sharing your overall feeling about the topic.

1 Write down one or two things you experience with each sense.

Sense	My Park
What you see	tall green trees, ...
What you hear	birds singing, ...
What you smell	freshly-cut grass, ...
What you taste	a cold drink, ...
What you touch	a rough stone, ...

A Descriptive Essay

A descriptive essay is a piece of writing where you use words to create a picture for the reader. It's like painting a picture, but with words instead of paint! You describe a person, a place, an object, or an experience in a way that makes the reader feel like they are there.

- **To do this, you need to use your five senses:**

Sight: What do you see? (colors, shapes, size)
Hearing: What do you hear? (loud noises, quiet whispers, music)
Smell: What do you smell? (fresh flowers, salty air, food cooking)
Taste: What do you taste? (sweet, salty, bitter, spicy)
Touch: What do you feel? (soft, rough, cold, warm)

Using good adjectives (describing words) and adverbs (words that describe actions) is very important to make your descriptions clear and interesting.

- For example, instead of saying:

"The girl was sad.", **you could say:**
"The girl's eyes were filled with tears, and her shoulders were shaking as she quietly sobbed."

- This helps the reader feel the girl's sadness more deeply.

2 Take this simple sentence and add more descriptive details using your five senses.

Original sentence: I walked on the beach.

Your new sentences: ....

(Add something you saw) ....

(Add something you heard) ....

(Add something you felt) ....

3 Object description game.

- Choose a common object (e.g., an apple, a shoe - a notebook) - or use your imagination.
- Write a detailed description (without naming the object).
- Swap your description and have your partner guess the object.

4 Put these sentences in the correct order to make a descriptive paragraph about a forest.

1. Suddenly a strong wind blew through the trees.

2. One day, I was walking into the quiet forest where the ground was covered in green moss.

3. The storm lasted for two hours.

4. At last, the quietness came back.

5. The only sound I could hear was the rustling of leaves and the distant song of a bird.

5 Choose a simple object, like a pen, a key, or a phone.
Write a short paragraph describing it using at least three of your five senses.
Think about its color, shape, weight, texture, and any sounds it makes.

Writing task

6 Write descriptive essay of (120 – 150) words about the following:

"My Grandpa's House"

....

....

....

....

....

....

UNIT 3

Truth Vs. lies

Learning Outcomes

Reading

- Reading short texts and conversations about:
- • Truth trap
- • False news and ideas

Language

- Conditional zero, first, and second

Listening

- Listening to a text about wise choice in a world full of traps

Writing

- A paragraph about fake news and fake platforms

Speaking

- Taking about real-life and online situations
- Giving advice for a friend who is in a trouble

LESSON 1 When Appearances lie

Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Has anyone ever made a promise to you, but didn't keep it? How did you feel?
2. Can you think of a time when something looked real, but turned out to be fake?
3. Why do you think some people pretend to be something they are not?

Reading

2 **Read the following passage. Then, do the following tasks.**

Trust is one of the most valuable things in our lives, yet it is not always easy to know whom we can rely on. While many people act with honesty and kindness, there are also those who hide their true intentions behind a friendly smile.

Although dishonesty exists, it should never stop us from believing in the goodness of people. By being cautious, wise, and aware of warning signs, we can protect ourselves and still enjoy healthy, trustworthy relationships. In the end, honesty and kindness always shine brighter than lies and deception.

In I life, not everyone we meet is truly honest. Some people put on a friendly face, but are in fact "**wolves in sheep's clothing**". They may deceive us to gain money, favors, or private information. This can happen anywhere–at school, in the workplace, or even among people we once considered close friends.

For example, someone might act **supportive** just to borrow money, with no intention of returning it. Another might spread false stories to damage someone's **reputation**. Such behavior can leave us feeling betrayed, embarrassed, and unsure whom we can trust.

This type of dishonesty is not limited to face-to-face interactions. In the digital world, fake platforms and social media **scams** copy these same **tactics**. They make grand promises–such as free prizes, dream jobs, or fast profits–only to exploit our personal data or disappear with our money. It is like being **caught in a trap** you did not realize was set.

Whether in daily life or online, there are warning signs:

- The person or platform applies pressure to make you act quickly.
- The story changes when you ask for details.
- The promises seem too good to be true.

To protect yourself, pause before acting, ask careful questions, and confirm the facts from reliable sources. As the old saying goes: "**Trust, but verify**".

a Answer the following questions.

1. What does the idiom "wolves in sheep's clothing" mean in this passage?
2. Give one real-life example and one online example of how people might deceive others.
3. How can dishonest actions affect a person emotionally and socially?
4. What are two warning signs that show someone or something might be dishonest?
5. Why is the advice "**Trust, but verify**" important in both real life and online situations?

b Choose the correct answer from a, b, c, or d.

1. Which of the following is an example of dishonesty in real life?
   - **a.** Asking a friend politely for help with homework
   - **b.** Pretending to be a friend to borrow money without returning it
   - **c.** Giving someone a truthful answer
   - **d.** Offering help without expecting anything in return
2. What is one danger of fake online platforms mentioned in the text?
   - **a.** They always offer genuine prizes.
   - **b.** They can exploit personal data.
   - **c.** They provide free services without risk.
   - **d.** They never use pressure to act.
3. In the passage, the phrase "**caught in a trap**" means ....
   - **a.** being physically stuck
   - **b.** being tricked into a bad situation
   - **c.** catching an animal
   - **d.** finding something by accident

3 Complete the sentences with the correct words from the box.

reputation - interactions – deceive – betrayed – exploit

1. Friendly .... at school can help build strong friendships.

2. The scammer tried to .... the elderly woman by pretending to be from the bank.

3. He felt deeply .... when his best friend shared his secret.

4. He has a very good .... because he always keeps his promises.

5. Some people will try to .... others to make quick money.

4 **Complete the sentences with the correct words from the box.**

wolves in sheep's clothing – too good to be true – caught in a trap – trust but verify

1. That deal sounds amazing, but it might be …………….

2. He seemed friendly at first, but later we discovered he was one of those …………….

3. She signed the contract without reading it and soon realized she was …………….

4. My father always tells me, "You should …………… when dealing with strangers.

Speaking

5 Work in pairs or small groups. Discuss the questions below. Give examples from real life and online situations.

Role-Play

6
- One student is a "friend" offering a deal that sounds amazing but suspicious.
- The other student must ask questions and decide whether to accept or reject the offer, explaining why.
- Give examples from real life and online situations

LESSON 2 Wise Choices in a World Full of Traps

Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. Have you ever seen someone being taken advantage of? What happened?
2. What do you think "healthy boundaries" mean in friendship or family life?

Listening

Interview with a Social Psychologist

2 **Listen to the audio track and do the following tasks.**

a **Choose the correct answer from a, b, c, or d.**

1. What is one example Dr. Sarah gives of exploitation for teenagers?

- **a.** Being asked to volunteer at a charity
- **b.** Friends pressuring them to join risky behavior
- **c.** Teachers asking for extra homework
- **d.** Parents asking for help at home

2. Why do people who exploit others create strong emotions?

- **a.** To make the victim happy
- **b.** To help the victim remember
- **c.** To stop the victim from thinking clearly
- **d.** To test the victim's patience

3. What is the last piece of advice Dr. Sarah gives?

- **a.** Always ask for payment
- **b.** Guard your time, energy, and trust
- **c.** Avoid speaking to strangers
- **d.** Write down your feelings every day

ⓑ Answer the following questions.

1. What does Dr. Sarah suggest doing before agreeing to something important?
2. According to the interview, why is it important to notice your feelings in a situation?
3. Which of Dr. Sarah's tips do you think is the most useful? Why?
4. How could young people and old people learn from each other to prevent exploitation?

Speaking

3 Work in pairs to discuss the following situations:

1. A classmate keeps asking to copy your homework and gets angry when you say no.
2. A stranger online offers you a job and asks for your personal information.

- **One student will play the role of a "friend in trouble", and the other will play the role of the "adviser".**

Steps:

1. The friend explains the situation, using as many details as possible.
2. The adviser asks questions to understand the problem e.g., "How do you feel about this?" "What happened before?".
3. The adviser gives at least two pieces of practical advice to help the friend avoid being exploited.
4. Switch roles and choose a new situation.

Useful Phrases:

- "I think you should..."
- "Have you considered...?"
- "It might be better to..."
- "One way to protect yourself is..."
- "That sounds like a red flag because..."

LESSON 3 Fake Appearance

Listening

1 **Listen to the script and then answer the questions:**

1. How can social media images motivate us in a positive way?
2. Why does combining appearance with sincerity send a strong message?
3. How do authentic role models influence others?

2 **Listen and put (T) True or (F) False :**

1. Creativity in appearance can be fun and inspiring. ○
2. Genuine appearance helps build respect and trust. ○
3. Confidence only comes from luxury and perfection. ○
4. Real smiles and acts of kindness create lasting impressions. ○

Language in context

Conditionals

- **Zero Conditional Form:**
  If + present simple, present simple
- **General truths and scientific facts**
  → If you **mix** red and blue, you **get** purple.
  → If water **boils**, it **turns** to steam.
- **First Conditional Form:**
  If + present simple, will + inf.
  - Real future possibility
  - If it **rains** tomorrow, we **will stay** at home.
  - If I **study** hard, **I will pass** the test.
- **Second conditional Form.**
  If + past simple, would ('d) + inf.
  - **Talking about imposible dreams**
  - If I had enough money, I'd buy a new car.

3 **Complete the sentences with the correct form of the verb in brackets.**

1. If you eat too much sugar, you .... (**gain weight**).
2. If we hurry, we .... (**not/miss**) the train.
3. If I had more free time, I .... (**learn**) Spanish.
4. If you press this button, the light .... (**come**) on.
5. If she .... (**know**) his phone number, she would call him.

4 **Choose the correct sentence.**

1. Giving scientific information about fire :
   a. If you pour water on fire, will go out.
   b. If you pour water on fire, it goes out
2. Talking about an impossible dream :
   a. If I am a famous singer, I help children in need.
   b. If I were a famous singer, I would help children in need.

3. Talking about a general truth:
  a. If you click this icon, the program starts.
  b. If you clicked this icon, the program would start.

4. Explaining a natural process:
  a. If plants don't get sunlight, they die.
  b. If plants didn't get sunlight, they would die.

5 **Complete the sentences using the correct form of the verb in brackets.**

1. If a news story is false, people .... (**stop**) trusting the media.

2. If he .... (**study**) more, would he get better marks?

3. If we mix red and yellow, we .... (**got**) orange.

Writing task

6 Advice Blog Post: Students write a blog post of (120 - 150) words on “How to Avoid Fake News in Egypt.” must use at least two examples of each conditional (zero, first, second) to give advice to Egyptian teens. Encourage use of vocabulary like “scam,” “reliable,” and “misinformation.”

Example:

- If you see a sensational headline, you feel curious.
- If you check sources, you will avoid scams.

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LESSON 4 The Truth Trap

Before you read

1 Answer the following questions.

1. How do you usually check if information is true before believing it?
2. In your opinion, How can lies be stopped?

Reading

2 Read the following passage.

In the past, wars were fought with soldiers, tanks, and planes. Today, a new kind of war is spreading across the world. It does not use bullets or bombs. Instead, it uses words — lies, half-truths, and **rumors**. Experts call this the "war of the new generation".

In this kind of war, the goal is not to destroy buildings, but to damage **trust**. Lies can be used to make people angry, afraid, or confused. A rumor can spread quickly through social media, making millions believe something that is not true. When people no longer know what to believe, it becomes easier to control them.

The victims of these “information attacks” can be individuals, companies, or even whole countries. A false story about a famous person can **ruin** their career. A rumor about a company can cause customers to stop buying its products. At a national level, **misinformation** can divide citizens, weaken governments, and even cause violence.

One dangerous thing about this **invisible** weapon is how hard it is to fight back. Once a lie is shared online, it can travel faster than the truth. People may share it without checking if it is correct. Some do it because they are angry, others because they find it exciting.

Protecting ourselves from this new kind of war requires **awareness**. We must think before we believe or share a story. We should ask: "Where did this information come from? Is it supported by facts? Who might benefit from me believing this?" In the war of the new generation, the most powerful **defense** is a careful and questioning mind.

3 Read the text again. Then, do the following tasks.

ⓐ Choose the correct answer from a, b, c, or d.

1. What is the "war of the new generation" mainly about?
  a. Using advanced weapons in a battle **b.** Using lies and rumors to cause harm
  c. Fighting over natural resources **d.** Attacking computer systems

2. According to the text, what is damaged most in this type of war?
  a. Buildings **b.** Trust
  b. Natural resources **b.** Roads

3. What can a false story about a famous person cause?
  a. They become more popular **b.** They lose their career
  c. They gain more followers **d.** They travel more

4. Which is the best defense against misinformation?
  a. Believing quickly **b.** Asking critical questions
  c. Avoiding the internet **d.** Fighting with weapons

ⓑ Answer the following questions.

1. Why do experts call this kind of conflict the "war of the new generation"?

2. How can lies and rumors affect a company? Give an example.

3. Why is it difficult to fight against lies once they are online?

4. What steps can individuals take to protect themselves from false information?

5. How can lies be used to divide people in a country?

4 Match the words to their meanings:

A	B
1. rumor	☐ information meant to make people believe something false
2. misinformation	☐ the state of knowing and understanding what is happening around you
3. awareness	☐ a story that may not be true, passed from person to person

Writing task

5 Write an essay of (120 - 150) words about "Can words be more dangerous than weapons?" . After you finish, share your writing with your classmates.

Peer feedback sentence starts.

- I like how you ....

- One strong point in your article is ....

- You could improve by ....

- Next time, try to ....

- Your conclusion made me think about ....

LESSON 5 Essay Writing Development Plan

Think and discuss in pairs

Essay Outline:

"Words can be more dangerous than weapons."

1 Introduction

- **Hook:**

Start with a strong question.

e.g., "Can a single sentence start a war?"

Background: briefly explain the idea that words have great power.

- **Thesis Statement:**

State your main argument clearly.

- **e.g.:** "I believe words are more dangerous than weapons because they can destroy trust, ruin reputations, and cause conflict between nations."

2 Body Paragraph 1: Harm to Individuals

- Topic Sentence: Introduce the main idea Give a specific example,
  - **e.g.:** "Firstly, cruel words can ruin a person's life."
    "cyber bullying or a false rumor destroying a person's career".

3 Body Paragraph 2: Harm to Society

- Topic Sentence: Introduce the second point **e.g.**, "Furthermore, misinformation can harm entire communities or countries."

e.g.: fake news causing public panic or political conflict.

4 Conclusion:

- **Restate Thesis:**

  Summarize your main argument in different words.

  - **e.g.:** "In conclusion, the ability of words to cause deep and lasting damage makes them a powerful threat."

- **Final Thought:**

End with a reflection or a call to action.

e.g., "Therefore, we must all learn to use our words responsibly."

Writing task

Students write their essays of (120 - 150) words individually.

- Students exchange their essays with a partner.
- They give feedback using the "Two Stars and a Wish" method:

1. **Star 1:**

   Find one thing you really like

   e.g., a good idea, a strong sentence.

2. **Star 2:**

   Find one vocabulary word or linking phrase that is used well.

3. **Wish:**

   Suggest one thing that could be improved e.g., add a clearer thesis, fix a spelling mistake.

- Partners briefly discuss their feedback.
- asks for 2-3 volunteers to read their essays or just their introduction/conclusion aloud to the class.

- The class provides brief, positive feedback.

  Revise your essay based on the feedback you received from your partner. Write a final, clean copy and submit it in the next class.

Review 1

A. Vocabulary

1 **Choose the (Two) correct answers out of the FIVE (5) options given.**

1. We must ensure that tourism develops in harmony with the environment. The synonym of the underlined word "harmony " is ………… .

a. conflict **b.** confusion **c.** coordination **d.** separation **e.** agreement

2. There were three large figures carved out of the rock. The synonym of the underlined word "carved " is ………… .

a. painted **b.** shaped **c.** written **d.** cut **e.** erased

3. He tried to impress me with his extensive knowledge of football. The antonym of the underlined word "knowledge "is ………… .

a. wisdom **b.** ignorance **c.** learning **d.** facts **e.** illiteracy

4. I began the book six months ago, but I can't seem to finish it. The antonym of the underlined word "began " is ………… .

a. finished **b.** invested **c.** ended **d.** launched **e.** started

5. Productivity in the factory has "slipped" quite noticeably in the last year. The synonym of the underlined word "slipped "is ………… .

a. got better **b.** got worse **c.** escaped **d.** succeeded **e.** fallen

2 **Choose the correct answer from a, b, c, or d.**

1. ………… Is what you do or give to achieve something together with other people, or to help make something successful.

a. Contribution **b.** Contamination **c.** Presentation **d.** Corporation

2. Egypt is a land with a heart that has beaten for thousands of years. The phrase "beaten for" suggests a………… .

a. continuous, ongoing life **b.** difficult struggle

c. temporary event **d.** brief history

3. Schools play an important ………… in society.

a. reel **b.** rule **c.** roll **d.** role

4. Egypt was also "a crossroads for trade". This idiom means it was a place where ………… .

a. roads crossed **b.** merchants argued

c. people and goods from many places **d.** merchants got lost

5. You should .... more pride in your work.

a. drop **b.** swell **c.** take **d.** give

6. Our ancestors worked with vision and determination. They had............ .

a. clear goals and a strong will to achieve them

b. poor eyesight and were stubborn

c. a great imagination and an inability to finish

d. no goals and a lot of energy

7. I think her kindness is one of her strong points. The antonym of the underlined word "kindness " is ....

a. care **b.** cruelty **c.** equity **d.** urgency

8. She showed enormous courage when she .... him from the fire.

a. pretend **b.** reserved **c.** dropped **d.** rescued

9. Language games are usually intended to encourage student ....

a. interactive **b.** interaction **c.** interact **d.** interactively

10. The news of her acceptance into the program "filled her with optimism" about the future. The phrase "filled her with optimism" means............ .

a. Gave her food b. Made her hopeful c. Made her tired d. Gave her money

11. His new book is a/an .... blend of clever humor and heartwarming characters.

a. irresistible **b.** resistible **c.** urgent **d.** misfortunate

12. .... is a sudden and dangerous situation that needs quick action.

a. Emergency **b.** Responsibility **c.** Community **d.** Reservation

13. The phrase "wolves in sheep's clothing" means............ .

a. Animals that disguise themselves **b.** People who love animals

c. Brave individuals **d.** Dangerous people who appear kind

14. Earlier today, a young man was arrested for attacking a motorist. The antonym of the underlined word "attacking " is ....

a. destroying **b.** damaging **c.** defending **d.** helping

15. Working at home was making her feel increasingly ....

a. isolate **b.** isolation **c.** isolationist **d.** isolated

16. They deceived us into thinking they would come back later with our money.

a. deceived **b.** deception **c.** deceptive **d.** decisive

17. It's a big mistake to share any news without ....

a. checking **b.** sleeping **c.** running **d.** eating

18. The internet can sometimes have .... about health.

a. misleading **b.** misfortune **c.** mistake **d.** misinformation

19. .... is to look for a long time with the eyes wide open, especially when surprised, frightened or thinking.

a. Store **b.** Steer **c.** Start **d.** Stare

20. The firefighters worked quickly to .... people from the car after the accident.

a. find **b.** lose **c.** rescue **d.** hide

B. Language

1 Choose the correct answer from a, b, c, or d.

21. If it rains tomorrow, we .... the picnic.

a. cancel **b.** will cancel **c.** cancels **d.** canceled

22. If she .... harder, she will pass the exam.

a. study **b.** studied **c.** will study **d.** studies

23. If you don't hurry, you .... the bus.

a. miss **b.** will miss **c.** misses **d.** missed

24. What .... you do if you win the lottery?

a. do **b.** will **c.** did **d.** would

25. If I .... you, I would apologize.

a. am **b.** was **c.** were **d.** will be

26. She'll be sad if you .... come to her party.

a. don't **b.** won't **c.** didn't **d.** hadn't

27. If I had time, I .... with you.

a. went **b.** will go **c.** would go **d.** went

28. Students .... wear uniforms at this school.

a. must **b.** mustn't **c.** should **d.** shouldn't

29. You .... smoke here. It's against the rules.

a. must **b.** mustn't **c.** should **d.** shouldn't

30. You .... take an umbrella. It might rain.

a. must **b.** mustn't **c.** should **d.** shouldn't

31. You .... eat fast food every day. It's unhealthy.

a. must **b.** mustn't **c.** should **d.** shouldn't

32. Children .... play near busy roads.

a. must **b.** mustn't **c.** should **d.** shouldn't

33. He .... get more sleep. He looks tired.

a. must **b.** mustn't **c.** should **d.** shouldn't

34. You .... be late for the interview. It's important.

a. must **b.** mustn't **c.** should **d.** shouldn't

35. You .... ignore your homework.

a. must **b.** mustn't **c.** should **d.** shouldn't

36. She .... to school yesterday.

a. go **b.** goes **c.** went **d.** going

37. I .... my homework last night.

a. finish **b.** finishes **c.** finished **d.** finishing

38. He .... late for work this morning.

a. is **b.** was **c.** were **d.** be

39. She .... her leg when she fell.

a. break **b.** breaks **c.** broke **d.** broken

40. They .... the game last Saturday.

a. win **b.** wins **c.** won **d.** winning

41. She .... her teeth before bed.

a. brush **b.** brushes **c.** brushed **d.** brushing

42. They .... football when it started to rain.

a. play **b.** are playing **c.** played **d.** were playing

43. He .... his homework at 8 PM last night.

a. do **b.** was doing **c.** did **d.** does

44. They .... a movie when the lights went out.

a. watch **b.** were watching **c.** watched **d.** are watching

45. I .... for the bus when it began to snow.

a. wait **b.** was waiting **c.** waited **d.** am waiting

46. They .... the car when it started to rain.

a. wash **b.** were washing **c.** washed **d.** are washing

47. Which of the following sentences is structurally correct:

a. You must to study if you want to succeed

b. You must be study if you want to succeed.

c. You must study if you want to succeed.

d. You must to study if you want succeed.

48. Which of the following sentences is structurally correct?

a. You should to drink more water.

b. You should drank more water

c. You should drink more water.

d. You should drunk more water.

49. Which of the following sentences is structurally correct?

a. If I had knew, I would come.

b. If I known, I would have come.

c. If I knew, I will come.

d. If I had knew, I would have come.

50. Which of the following sentences is structurally correct?

a. If you eat healthy, you will feel better.

b. If you eat healthily, you will feel better

c. If you ate healthily, you will feel better.

d. If you eat healthy, you would feel better.

2 Rewrite the following sentences using the word(s) in brackets to give the same meaning.

51. He didn't play tennis at all. **(never)**

52. She played the piano when she was a child. **(used to)**

53. If it rains, we will cancel the picnic. **(won't)**

54. I would help you if I had time. **(have)**.

55. If they don't hurry, they'll be late. **(won't)**

56. It's necessary to wear a seat belt. **(must)**

57. It's a bad idea to eat junk food every day. **(shouldn't)**

58. It's important to apologize when you're wrong. **(should)**.

59. It's necessary to lock the door at night. **(must)**

60. It's a bad idea to drive without a license. **(shouldn't)**

61. Perhaps she has lost her phone. **(may)**

62. It's recommended to exercise regularly. **(should)**.

C. Translation

1 Choose the correct Arabic translation from a, b, c, or d.

63. Egypt's heritage is deeply rooted in its ancient civilization, featuring iconic monuments.

(أ) يتمتع تراث مصر بجذور عميقة في حضارتها القديمة، ويضم آثارًا شهيرة.

(ب) يتمتع مناخ مصر بجذور عميقة في حضارتها القديمة، ويضم آثارًا شهيرة.

(جـ) يتمتع طقس مصر بجذور عميقة في حضارتها القديمة، ويضم آثارًا شهيرة.

(د) يستمتع تراث مصر بجذور عميقة في حضارتها القديمة، ويضم آثارًا شهيرة.

2 **Choose the correct English translation from a, b, c, or d.**

٦٤- يشهد تاريخ البلاد على ذكاء الفراعنة وقوتهم، الذين لا يزال تأثيرهم حاضرًا في مصر الحديثة.

a. The country's history is residence with the cleverness and power of the pharaohs, whose affection can still be seen in modern-day Egypt.

b. The country's history is evidence of the clever and power of the pharaohs, whose affection can still be seen in modern-day Egypt.

c. The country's history is evidence of the cleverness and power of the pharaohs, whose influence can still be seen in modern-day Egypt.

d. The country's history is residence of the cleverness and powerful of the pharaohs, whose influence can still be seen in modern-day Egypt.

٦٥ - تستخدم المدارس التكنولوجيا لتعليم البرمجة والروبوتات والمعرفة الرقمية منذ الصغر.

a. Schools use technology to teach coding, robotics, and digital illiteracy from an early age.

b. Technology schools use to teaching coding, robotics, and digital literacy from an early age.

c. Schools use technology to teaching coding, robotics, and digital literacy from an early age.

d. Schools use technology to teach coding, robotics, and digital literacy from an early age.

D. Reading Comprehension

1 **Read the following passage, then answer the questions below.**

In many cities around the world, people are looking for new ways to travel more efficiently and reduce pollution. One growing solution is the use of electric scooters, also known as e-scooters. These small vehicles run on rechargeable batteries and are usually rented through smartphone apps. Riders can pick them up at one location and leave them at another, making short trips quicker and more convenient.

Supporters of e-scooters say they help reduce traffic and are more eco-friendly than cars. Because they use electricity instead of gasoline, they produce fewer greenhouse gases. They also make it easier for people to cover short distances without needing to drive. For instance, someone can ride an e-scooter from a bus stop to their workplace in just a few minutes.

However, critics argue that e-scooters are not always safe. Many riders do not wear helmets, and accidents can happen when scooters are used on crowded sidewalks or busy roads. In addition, the batteries must be recharged often, and collecting and charging thousands of scooters still creates environmental costs.

Overall, e-scooters are becoming a common sight in modern cities. Whether they are a perfect solution or just a temporary trend remains an open question

- Choose the correct answer from a, b, c, or d.

1. The main purpose of e-scooters is to ....

a. provide an efficient and eco-friendly travel option
b. replace all cars in large and small cities
c. create jobs for people charging the scooters
d. encourage people to walk longer distances

2. E-scooters are usually rented ....

a. through smartphone apps with location services
b. by visiting rental shops in shopping centers
c. from public transportation ticket machines
d. by calling special numbers for delivery

3. E-scooters are useful because they ....

a. reduce traffic and produce fewer gases
b. replace buses and trains in big cities
c. are faster than trains and airplanes
d. never need recharging or repair work

4. The disadvantage of e-scooters is that they ....

a. are too expensive for most travelers
b. may cause accidents on crowded streets
c. can only be used by young students
d. are banned in all major world cities

5. The word "eco-friendly" in the second paragraph means "............".

a. Safe for the environment and less polluting
b. Very cheap and easy for many travelers
c. Extremely fast and good for competitions
d. Highly modern and popular in rich cities

6. E-scooters still might harm the environment as ....

a. collecting and charging them uses resources
b. riders usually throw away old helmets
c. they can only be used during summer
d. they make people avoid walking completely

7. According to the passage, we can infer about e-scooters that ....

a. their long-term role in cities is still uncertain
b. they will soon replace all public transportation
c. they are the safest travel option available today
d. their popularity is already declining everywhere

E. Writing

1 **Choose the correct answer from a, b, c, or d.**

1. The main purpose of the introduction in an essay is to ....

a. list references **b.** present the topic and thesis statement

c. summarize the conclusion **d.** include dialogue

2. The thesis statement is usually found ....

a. At the end of the body **b.** In the middle of the essay

c. At the end of the introduction **d.** In the conclusion only

3. The function of the conclusion is to ....

a. introduce a new idea

b. repeat the first sentence

c. summarize main points and restate the thesis

d. list all sources

4. A well-organized essay should have ....

a. random ideas **b.** clear transitions and logical order

c. only opinions **d.** many questions

5. What is a topic sentence?

a. A sentence that ends the essay

b. The first sentence of a body paragraph that states its main idea

c. A sentence in the conclusion only

d. A sentence with no purpose

6. The main goal of a descriptive essay is to ....

a. describe a person, place, object, or experience in detail

b. tell a story

c. argue a point

d. give instructions

7. What should a descriptive essay include to make it vivid?

a. Opinions only **b.** Sensory details and imagery

c. Only facts **d.** Long definitions

8. Which comes first in a typical essay outline?

a. Body paragraphs **b.** Conclusion

c. Thesis statement **d.** References

9. What does "imagery" mean in writing?

a. Pictures printed in the essay

b. Words that create mental pictures and sensory experiences

c. Drawing a map

d. Using bullet points

10. An outline should be written ....

a. after finishing the essay
b. in full paragraphs
c. only if the teacher asks
d. before writing the first draft

11. Which of the following sentences is correctly punctuated:

a. I love cooking my family and my pets.
b. I love cooking, my family, and my pets.
c. I love cooking, my family and my pets.
d. I love cooking my family, and my pets.

12. Which of the following sentences is correctly punctuated:

a. Don't forget to bring your notebook, laptop, and charger.
b. Don't forget to bring your notebook, laptop and, charger.
c. Don't forget to bring your notebook laptop and charger.
d. Don't forget, to bring your notebook, laptop, and charger.

2 Write a descriptive essay of (120 - 150) words on one of the following.

a. The atmosphere of a library on a rainy day.
b. A memorable moment of winning a competition

F. The Novel

Answer the following questions:

1. How does Santiago show dignity in the face of failure?
2. Why is the number eighty-five important for Santiago?
3. Why does Santiago call the fish his "brother"?

UNIT
4

Save and Shine

Learning Outcomes

Reading
- An article about how to go green in industry
- Identify key details of a text about the importance of clean energy

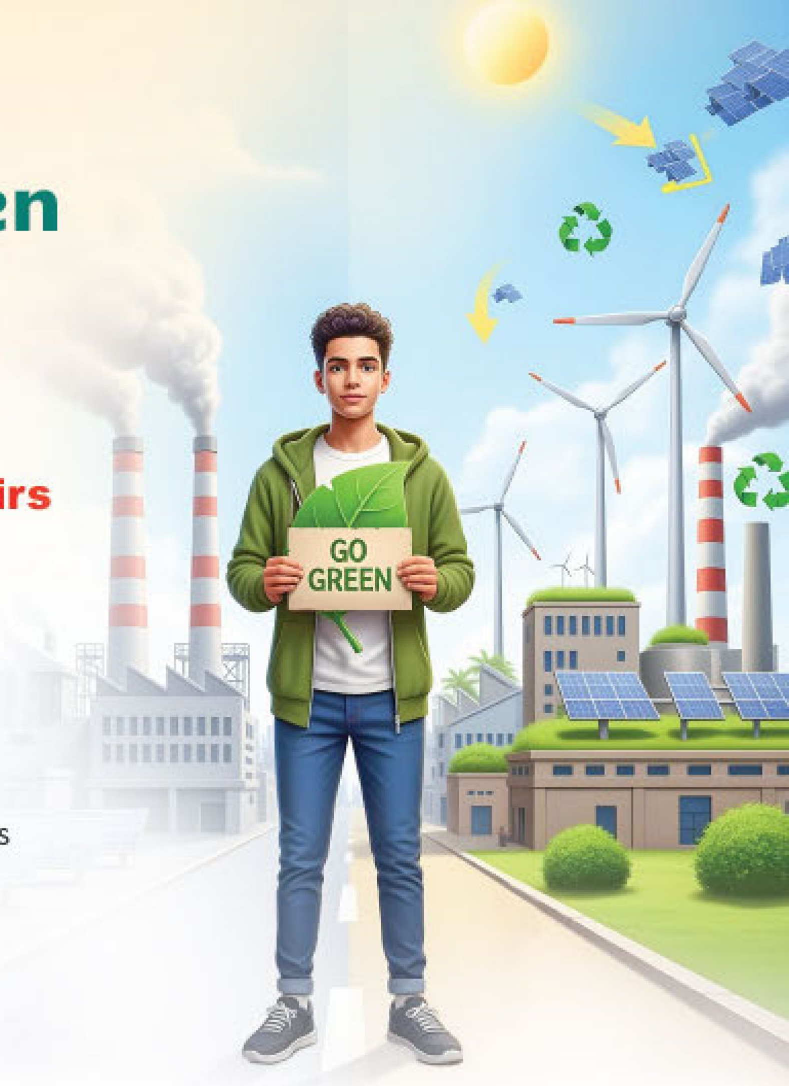
Language
- Verbs + (inf. or –ing) forms

Listening
- A community campaign

Speaking:
- Adebat about the importance of green industry

Writing
- Write a formal email

LESSON 1 Go Green



Before you start

Think and discuss in pairs

1 Answer the following questions.

1. What comes to your mind when you hear the phrase “Go Green”?
2. How do you think factories and industries can harm the environment?
3. In your opinion, is it possible for companies to balance profit with protecting the environment? Why or why not?

Reading

2 Read the following passage.

After many years since the Industrial Revolution and the misuse of technology, the large-scale production of machines and automobiles has had harmful effects on the environment. These technologies have mainly caused damage in two ways: through air and water pollution, and through the overuse of natural resources. For this reason, environmental **concerns** have become a major issue across all industries.

Why green ?

Green is more than just a color. “Going green” means making changes in the way individuals, organizations, and societies live and work so that their actions are more environmentally friendly. Today, “Go Green” has become a widely used **slogan** in industry. Green manufacturing refers to producing goods in ways that do not harm the environment and that help preserve natural resources for future generations.

The concept of “green manufacturing” can be understood in two ways. First, it means producing environmentally friendly products by using renewable energy and clean technologies. Second, it refers to making the manufacturing process itself greener—reducing pollution and waste by cutting down on resource use, recycling, and reusing materials. This approach helps slow the **depletion** of natural resources and reduces the amount of waste going into **landfills**. Both manufacturers and consumers play a role in the fight against climate change, and building a sustainable future is essential.

While the process may be costly and require strong commitment, many companies have already taken the **initiative** to adopt green practices.

One negative outcome of the Industrial Revolution is global warming, which has become a major topic of discussion in international forums and on social media. This is why many manufacturers are now working to transform their factories into eco-friendly production plants.

3 Read the passage again and answer the following questions.

ⓐ Choose the correct answer from a, b, c, or d.

1. The Industrial Revolution caused harm to the environment mainly through ....

a. the use of renewable energy
b. air and water pollution
c. recycling and reusing materials
d. eco-friendly production

2. "Going green" means ....

a. making environmentally friendly changes
b. painting factories green
c. producing more vehicles
d. avoiding the use of technology

3. Green manufacturing can be understood in two ways: by producing eco-friendly products and by ....

a. increasing waste in landfills
b. making the process itself greener
c. using more natural resources
d. focusing only on profits

4. One negative outcome of the Industrial Revolution is ....

a. increased recycling
b. global warming
c. renewable energy use
d. sustainable development

5. The main challenge of adopting green practices for companies is that it may be ....

a. simple and cheap
b. costly and require strong commitment
c. quick and easy
d. unnecessary and unpopular

ⓑ Answer the following questions.

1. In your opinion, why is it important for both manufacturers and consumers to work together to fight climate change?

....

2. How do you think green manufacturing could change the future of industries?

....

3. Why do you think some companies are willing to pay more to adopt eco-friendly practices?

....

4. If you were the leader of a company, what "green" plan would you introduce first, and why?

....

4 **Match the word to its meaning:**

A	B
1. depletion	☐ able to continue without causing damage to the environment
2. renewable	☐ reduction in the number or amount of something
3. sustainable	☐ not harmful to the environment
4. eco-friendly	☐ something that can be replaced naturally

5 **Read the text again and put (T) True or (F) False.**

1. The Industrial Revolution mainly harmed the environment through overuse of natural resources and pollution. ○

2. "Going green" means painting factories and machines the color green. ○

3. Green manufacturing includes both producing eco-friendly products and reducing waste in production. ○

4. Adopting green practices is always cheap and easy for companies. ○

5. Global warming is mentioned as one negative outcome of the Industrial Revolution. ○

Speaking

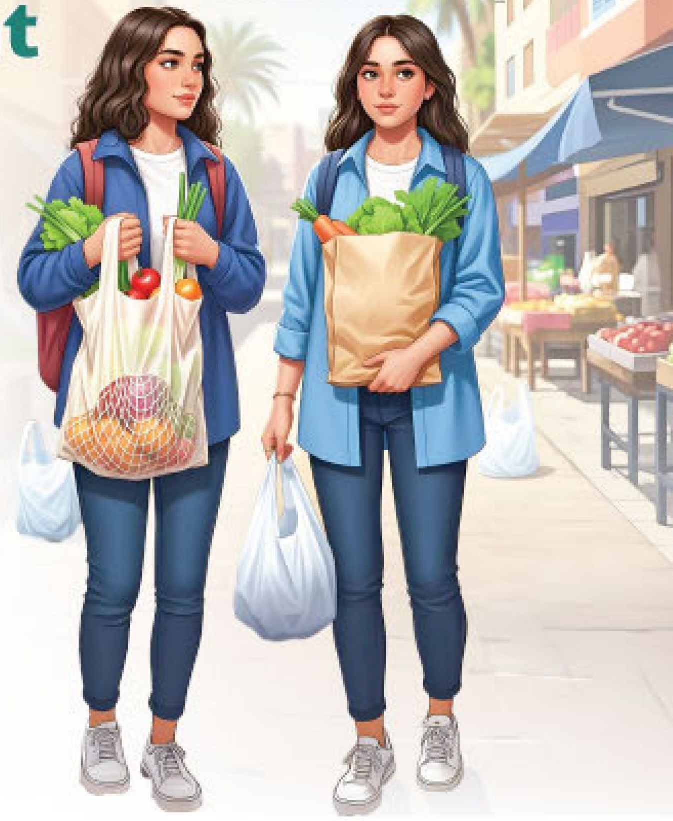
6 **Role-play:**

Student A is a factory owner who thinks going green is too expensive.

Student B is an environmental consultant trying to convince them that green manufacturing is important for long-term benefits.

- **Use facts and ideas from the text to support your arguments.**

LESSON 2 One Bag at a Time



Before You Start

1 Answer the following questions.

1. How many times do you usually use a plastic bag before throwing it away?
2. What are some alternatives to plastic bags?
3. Have you ever joined a community campaign? What was it about?

Listening

2 Listen to the audio track, then do the following tasks.

ⓐ Match the words with their meanings.

A	B
1. reusable	☐ a planned series of activities to achieve a goal
2. campaign	☐ to exchange one thing for another
3. waste	☐ can be used again many times
4. reduce	☐ unwanted or unused material
5. swap	☐ to make something smaller or less

ⓑ Choose the correct answer from a, b, c, or d.

1. What is the main purpose of Ahmed's speech?
   a. To explain how to recycle paper
   b. To describe a campaign to reduce plastic use
   c. To promote new shops in the area
   d. To ask for money for a project

2. Why did Ahmed think reusable bags were better?
   a. They are cheaper for customers.
   b. They save money, reduce waste, and keep the area clean.
   c. They are fashionable.
   d. They are made from plastic.

3. What event helped make the campaign fun?

a. A shop discount day **b.** A Bag Swap Day

c. A recycling quiz **d.** A community picnic

4. Which of these happened after the campaign?

a. Half the shops stopped using plastic bags

b. All shops closed

c. Plastic bags became more expensive

d. People stopped shopping locally

Ⓒ Answer the following questions.

5. How did Ahmed convince shop owners to join his campaign?

....

6. Why do you think families enjoyed the "Bag Swap Day"?

....

7. If Ahmed wanted to expand his campaign, what could he do next?

....

8. What is the main message of Ahmed’s campaign?

....

Speaking

3 **In small groups, think of a campaign idea for your school to make it more eco-friendly. Present your idea to the class.**

Writing

4 **Write a paragraph about a change you would like to make in your community to help the environment. Explain what it is, why it’s important, and how you would do it.**

....

....

....

....

....

LESSON 3 Small actions can make a difference

Listening

1 **Listen to th audio script and write (T) True or (F).**

1. Recycling, reducing, and reusing are all ways to protect the environment. ○

2. Using more plastic bags is one of the best ways to help the planet. ○

3. Turning off lights and unplugging devices saves energy. ○

4. Planting trees makes the air polluted. ○

5. Walking or cycling instead of driving helps reduce pollution. ○

Language in Context
Verbs + infinitive or –ing form

Verbs can be followed by to + infinitive or -ing form.

- **to + infinitive:**

- Joury decided to eat fish for lunch.

- **verb + -ing:**

- Sama enjoys reading short stories.

- **The following verbs can be followed by to + infinitive or -ing with no change:**

Love, like, hate, prefer, start, begin, continue

- Rodayna began to study/studying AI last year.

- **The following verbs can be followed by to + infinitive or -ing but there is a difference in meaning:**

remember, forget, regret, stop, try ...

- Adam forgot to turn off the gas before going out.

2 **Complete the sentences with the correct word from the box.**

energy – plastic – cleaner – trees – recycling

1. One simple way to save .... is turning off lights when leaving a room.

2. Carrying a reusable bag helps reduce the use of ....

3. Planting more .... gives us fresh air.

4. By practicing .... , we can reduce waste.

5. Working together every day can create a .... and greener future.

3 **Choose the correct answer.**

1. She enjoys .... to music.
a. to listen **b.** to listening **c.** listen **d.** listening

2. He promised .... me with the project.
a. helping **b.** to help **c.** to helping **d.** help

3. They avoid .... junk food.
a. eating **b.** eat **c.** to eating **d.** to eat

4. We decided .... a new car.
a. buying **b.** to buying **c.** to buy **d.** buy

5. I don't mind .... for you.
a. to wait **b.** waiting **c.** wait **d.** waits

6. She suggested .... a break.
a. to take **b.** take **c.** to taking **d.** taking

7. He stopped .... a coffee break.
a. taking **b.** to take **c.** take **d.** to taking

8. I'll never forget .... to Eiffel Tower for the first time.
a. to see **b.** seeing **c.** see **d.** to see

9. Please remember .... off the lights before leaving.
a. turning **b.** to turn **c.** turn **d.** to turn

2 **Complete the sentences with the correct form (gerund or infinitive) of the verb in brackets.**

1. She enjoys .... (**read**) novels in her free time.

2. He promised .... (**help**) me with my homework.

3. We decided .... (**travel**) to Spain next summer.

4. I don't mind .... (**wait**) for you.

3 **Sort the verbs into two columns: "verbs followed by gerunds" and "verbs followed by infinitives".**

Verbs : like, want, enjoy, plan, finish, hope, avoid, promise, consider, refuse.

Gerunds (verb + -ing)	Infinitives (to + inf.)
....	....
....	....
....	....
....	....
....	....
....	....

LESSON 4 Helping our community

Before you read

1 Answer the following questions.

1. Do you think students can help save water in their school? How?

2. What problems can happen if water is wasted?

3. How could students work together to protect the environment?

Reading

2 Read the following text, then answer the following questions.

In a bright and busy classroom, the students were discussing ways to help their community and protect the environment. Their teacher suggested forming special teams, each with a unique mission. One of the most active groups was called "The Water Team".

The Water Team's mission was simple but important: to **survey** the school's water sources. This included taps in the bathrooms, sinks in the science lab, and the water fountains in the playground. Their first task was to check for any drips or **leaks**. Even a small leak can waste many liters of water each day, so finding and fixing them would make a big difference.

The students also observed how water was used during the day. They noticed that some taps were left running while students washed their hands or filled bottles. They **recorded** these observations carefully in a notebook.

After two weeks of research, The Water Team presented their findings at the school **assembly**. They shared photos, charts, and ideas for saving water, such as turning off taps completely and using water bottles instead of paper cups.

Their work inspired other classes to start saving water, too. It proved that even small changes, when done by many people, can have a big **impact** on the community and the planet.

ⓐ Answer the following questions.

1. Why do you think the Water Team's work was important for the community?

....

2. What problems did they notice about water use in the school?

....

3. How did they present their findings to the rest of the school?

....

4. What message does this story give about small actions?

....

ⓑ Choose the correct answer from a, b, c, or d.

1. What was the main mission of the "Water Team"?

a. To plant trees around the school **b.** To check the school's water sources
c. To clean the science lab **d.** To collect rainwater

2. Which of these was NOT part of their survey?

a. Bathroom taps **b.** Playground water fountains
c. Science lab sinks **d.** Classroom chairs

3. Why is fixing small leaks important?

a. It saves paper cups **b.** It prevents wasting large amounts of water
c. It makes the taps look better **d.** It cleans the school

4. How long did "The Water Team" collect their observations?

a. One day **b.** One week
c. Two weeks **d.** One month

5. What did The Water Team share at the school assembly?

a. Games and competitions **b.** Photos, charts, and ideas for saving water
c. A play about the environment **d.** Bottles of water

6. What was the result of "The Water Team's" work?

a. Students ignored their advice
b. The school stopped using water fountains
c. Other classes started saving water
d. "The Water Team" became famous in the city

3 Fill in the Blanks with words from the box.

survey – observations – drips – mission – impact – assembly

1. The students' .... was to reduce waste in the school.

2. We need to .... the garden to see which plants are growing.

3. Tiny water ………….. can waste many liters of water a day.

4. The teacher asked the class to write down their ………….. in a notebook.

5. During the school …………., students presented their projects.

6. Planting trees has a big ………….. on the environment .

Speaking Task

3 **Work in pairs. Imagine you are members of The Energy Team.**

Your mission is to count and map
all energy-using devices
in the classroom and school common areas
(lights, fans, computers, projectors).

In pairs, discuss the following questions.

1. How will you collect the information?

2. What problems might you find?

3. What solutions will you suggest to save energy?

Then, present your plan to the class in 1–2 minutes.

LESSON 5 Formal Email Writing

Think and discuss in pairs

Formal Email Template

Subject: [Clear and Professional Subject]
Dear [Title + Last Name],
I am writing to [state your purpose clearly].
[Give details in full sentences. Be polite and professional.]

Thank you for your time and consideration.
Yours sincerely,
[Your Full Name]

Informal Email Template
Subject: [Friendly subject line]
Hi [First Name],
How are you? I just wanted to [state your purpose casually].
[Add details in a relaxed, friendly tone. Use contractions if needed.]
Talk soon!
[Your Name]

Formal Email

Greeting : Dear Sir / Madam, / Dear Mr. Ali,

Language : Polite, complete sentences, no slang

Purpose : Job application, complaint, official request

Closing : Yours sincerely, / Kind regards,

In formal Email

- **Start your email with:** Hi [friend's name].
- Say why you are writing.
- Use short and simple sentences.
- Finish your email with a closing sentence/phrase like: Write back soon! or Talk to you later!

1 Correct the Mistakes

This is supposed to be a **formal email**. Rewrite it correctly.

Hey Rody,
I wanna apply for the job in our company. Can u send me info?
Thanks a lot,
Ahmed

2 Write a formal email of (120 - 150) words to your teacher apologizing for not attending the school day and telling her/him the reason.

UNIT 5

Using Technology at School

Learning Outcomes

Reading

- **Analyze** a text to identify how learning a foreign language can open new cultures and opportunities
- **Identify** specific examples of how technology aids in language acquisition and learning
- **Infer** the meaning of specialized vocabulary (e.g., fluency, tolerance, perspectives) from context

Listening

- **Extract** specific details from an audio track about the journey of a multilingual student
- **Identify** the main idea of a text about students and technology
- **Distinguish** between correct and incorrect statements based on listening text

Language

- **Correctly use** quantifiers such as "some, any, much, many, a few, and a little" with both countable and uncountable nouns
- **Distinguish** between the uses of "some" and "any" in affirmative statements, questions, and offers
- **Identify** and **correct** mistakes in sentences involving countable and uncountable nouns

Speaking

- **Discuss** the benefits of learning a foreign language and how it helps students become global citizens
- **Engage** in a role-play using conditional sentences to ask and answer questions about language learning
- **Express** opinions on how technology, like AI, can assist in language learning

Writing

- Write an essay about how learning a foreign language can help students

LESSON 1 Why Learning a Foreign Language Matters

Before you start

Think and discuss in pairs

1 Answer the following questions.

1. What might happen if everyone only spoke their native language?
2. What skills do you think you gain when learning a new language?

Reading

2 Reading the following passage, and then answer the questions.

Learning a foreign language opens the door to new cultures, ideas, and opportunities. If students learn a new language, they will be able to communicate with people from different countries, make international friends, and participate in global activities. Moreover, they will understand other cultures better, which promotes respect, **tolerance**, and a broader worldview.

If students practiced speaking regularly, they would improve their confidence, **fluency**, and ability to express themselves clearly in different situations. Schools that provide language programs encourage students to use these skills in real-life experiences, such as traveling, participating in exchange programs, joining international competitions, or using digital communication tools to connect with peers worldwide.

Some students **hesitate** to learn another language because they feel it is too difficult or time-consuming. However, if they tried consistently and remained motivated, they would gain not only language skills, but also critical thinking, problem-solving abilities, memory improvement, and new **perspectives** on the world.

In addition, if students spoke multiple languages, they would have more opportunities for higher education and careers in international companies. In short, learning a foreign language is not just about grammar and vocabulary. It is a key to becoming a global citizen, **expanding** personal horizons, and contributing positively to a connected and multicultural world.

3 Match the words with their meanings

A	B
1. fluency	☐ willingness to accept differences
2. tolerance	☐ points of view or ways of thinking
3. hesitation	☐ making something larger, or wider in size or importance
4. perspectives	☐ ability to speak a language easily and accurately
5. expanding	☐ delay or uncertainty

4 Choose the correct answer from a, b, c or d.

1. Learning a foreign language has benefits like ....

a. only memorizing grammar rules
b. understanding other cultures and making international friends
c. avoiding communication with strangers
d. only reading foreign books

2. According to the passage, what would happen if students practiced speaking regularly?

a. They would forget their native language.
b. They would improve confidence and fluency.
c. They would avoid traveling.
d. They would only improve grammar.

3. What could students gain if they spoke multiple languages?

a. More opportunities for higher education and careers.
b. More leisure time.
c. Less interest in their own culture and homeland.
d. Only reading and writing skills.

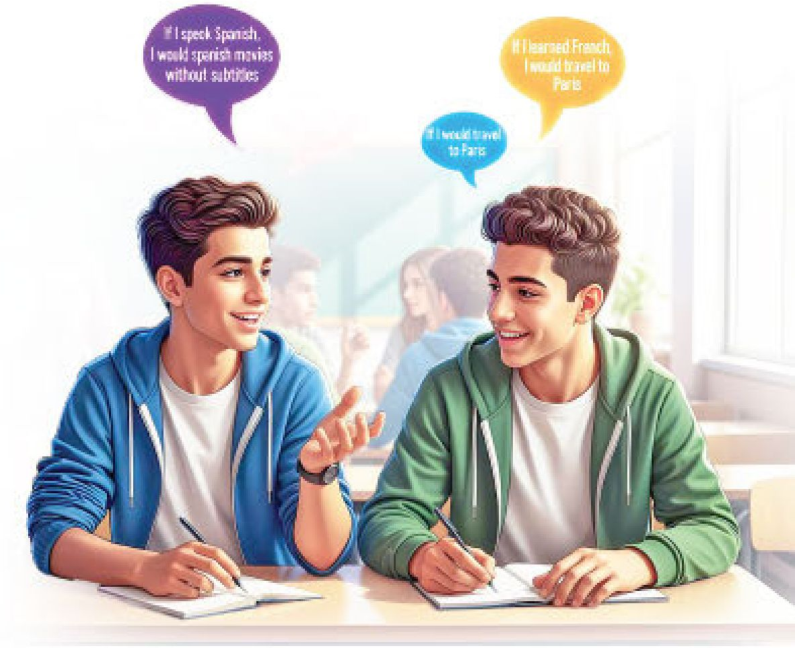
5 **Answer the following questions.**

1. How does learning a foreign language help students become global citizens?
2. List three skills students can gain besides language proficiency.
3. According to the passage, why is consistent practice important?

Speaking

6 **In pair or small groups, discuss the following questions about learning foreign a language.**

1. If you could speak any foreign language fluently, which one would you choose and why?
2. **Discuss:** If students practiced a new language every day, what benefits would they gain?
3. Share an imaginary situation using the second conditional: If I spoke Spanish, I would watch Spanish movies without subtitles.
4. Each pair shares one idea with the class using conditional sentences.


If I speak Spanish, I would spanish movies without subtitles
If I would travel to Paris
If I learned French, I would travel to Paris

LESSON 2 My Journey as a Multilingual

Before you start

Think and discuss in pairs

1 Answer the following questions.

1. How do you think speaking multiple languages can help you in the future?

2. Have you ever spoken to someone in another language? How did it feel?

3. Guess or look up these words (fluent – exchange program – collaborate – dedicate – process)

Listening

2 Listen to the interview with a multilingual student.

3 Listen again and answer the following questions.

ⓐ According to listening text, decide if the following sentences are True or False.

1. Salma learned Spanish before she moved to Spain. (..............)

2. She returned to Egypt after one year in Spain. (..............)

3. Learning three languages helped her make friends from different cultures. (..............)

ⓑ Choose the correct answer from a, b, c or d.

4. Salma's family moved to Spain ....

a. to study languages **b.** for her father's job

c. for vacation **d.** to visit relatives

5. Which future plan does Salma have?

a. Teach Spanish **b.** Learn French

c. Travel to Egypt **d.** Work only in Egypt

ⓒ Answer the following questions.

6. How did Salma improve her Spanish when she first moved to Spain?

7. How has speaking multiple languages affected Salma's professional and social life?

8. What advice does Salma give about learning languages and respecting cultures?

Speaking

Note:
- Some is used in affirmative sentences, offers and requests.
- Any is used in negative sentences and questions.

4 Role Play

Pair Work: Take turns asking "What if..." questions about language learning.

Student A : You are an international student visiting a school.

Student B : You are a local student interested in learning languages. Take turns and ask and answer questions using first and second conditional sentences.

1. If I practice English every day, will I speak it fluently?

2. If you spoke French, which country would you like to visit?

3. If we study a language together, what activities could we do?

Each pair shares one interesting answer with the class using correct conditionals.

Writing

5 Listen to a short video or podcast in English and write a short paragraph describing it.

LESSON 3 Modern Technology and Learning Foreign Languages

Listening

1 Listen to the audio script and decide if the sentences are True or False.

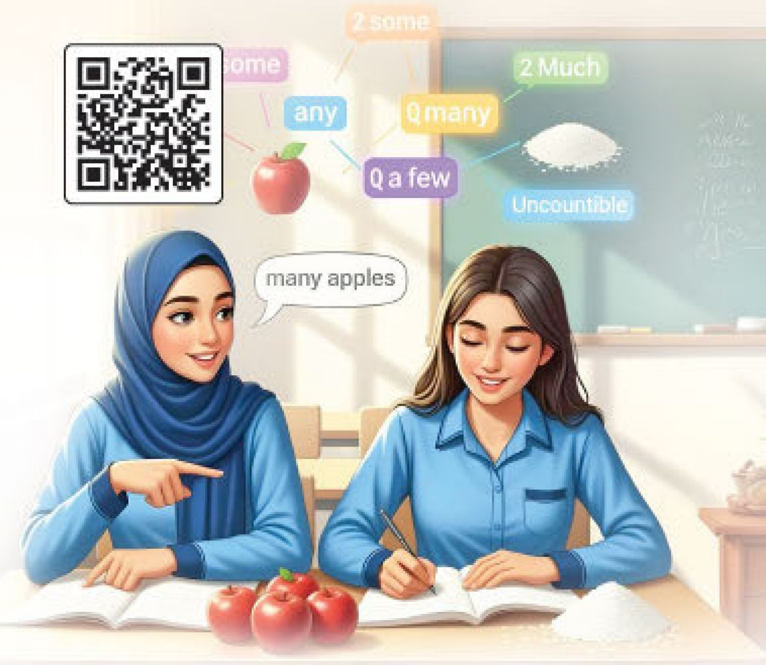
1. In the past, learners had many digital tools to study language. ○
2. Language learning apps can adjust to a learner's level. ○
3. Watching movies in the target language helps listening skills. ○
4. Social media cannot help in language learning. ○
5. Translation software allows quick meaning checks. ○

2 Listen and answer the following questions.

1. Why are apps useful for learning a foreign language?
2. How can videos and songs improve skills?
3. What is the benefit of connecting with native speakers online?
4. Which tool do you think is the most effective? Why?

3 Find and correct the mistakes in the following sentences.

1. I need an advice. (....)
2. She has many luggages. (....)
3. Can I have two breads? (....)
4. I have a news for you. (....)
5. How many money? (....)
6. She has long hairs. (....)



Language in context
Countable and Uncountable Nouns

- Use the following quantifiers with countable nouns: *a/an*, the, some (plural nouns, usually affirmative), any (plural nouns, usually negative or questions)
- Uncountable nouns have only one form (they can't be preceded by *a/an* or changed into plural.): advice, homework, information, money ...etc.
- Use the following words with uncountable nouns: the, some, any, much, little, *a* little
- Use the following quantifiers with countable nouns:

many, *a* few and few

4 **Complete the following sentences using "some, any, much, many, a few, a little".**

1. I don't have .... homework today.

2. There are .... cars on the street, around a thousand.

3. My brother has .... close friends; only 2.

4. There are .... apples in the basket, not enough for all of us.

5. A: How .... milk is in the fridge?

B: There is .... milk in the fridge. Let's get some.

5 **Choose the correct answer from a, b, c or d.**

1. There isn't .... money left.

a. many **b.** much **c.** a few **d.** several

2. She has .... good ideas.

a. much **b.** a little **c.** many **d.** any

3. .... can be both countable and uncountable.

a. Money **b.** Chocolate **c.** Furniture **d.** Weather

4. How .... sugar do you want in your tea?

a. many **b.** much **c.** a few **d.** some

5. How .... bags do you have?

a. many **b.** much **c.** little **d.** few

Writing

6 **Write an essay of (120 – 150) words about how learning a foreign language can help students.**

LESSON 4 Ramy's Journey with English

Before you read

1 Answer the following questions.

1. Have you ever traveled to a place where people spoke a different language? What was it like?
2. What problems might a person face if they cannot speak the local language?

Reading

2 Read the following passage.

Ramy had always dreamed of traveling abroad. One summer, he finally flew to Liverpool, England. At first, he was excited, but soon he felt **anxious**. His biggest difficulty was that he couldn't speak English. At the airport, he struggled to understand the officer's questions. He only smiled and showed his passport, hoping for the best.

In the city, life became more **complicated**. When he tried to buy a bus ticket, he couldn't explain himself. People behind him grew impatient, and he felt embarrassed. Later, at a restaurant, he wanted chickens but accidentally received fish.

That night, Ramy decided something important: he must learn English. He downloaded a language app, practiced basic phrases, and wrote down useful words. The next day, he tried saying, "One ticket, please," and "Chicken, please." To his surprise, people understood him! He felt more **confident**.

As days passed, Ramy spoke more words, greeted locals, and even asked for directions. People appreciated his efforts and were kind to him. By the end of his trip, Ramy realized that learning English had turned his journey from a struggle into an **enriching** adventure.

3 Read again, and than answer the following questions.

ⓐ Answer the following questions.

A	B
1. anxious	☐ feeling sure of yourself and your abilities
2. complicated	☐ not simple; difficult to understand or deal with because it has many parts
3. confident	☐ feeling worried, nervous, or afraid about something that might happen
4. Enriching	☐ making your life better or more meaningful by giving you new knowledge, experience, or joy

ⓑ **Choose the correct answer from a, b, c or d.**

1. Ramy's biggest problem when he first arrived in Liverpool was that he ....

a. lost his passport **b.** didn't have money

c. couldn't speak English **d.** missed his flight

2. At the airport, Ramy solved his problem by ....

a. using his phone to translate **b.** showing his passport to the officers

c. speaking Arabic to the officers **d.** asking another passenger to help him

3. Ramy decided to improve his English by ....

a. watching English movies **b.** downloading an English app

c. joining a class at the university **d.** listening to his teacher

4. After practicing English every day, Ramy became more .... when speaking to locals.

a. complicated **b.** anxious **c.** confident **d.** enriching

5. Traveling to new countries can be an .... experience because you learn new cultures.

a. anxious **b.** enriching **c.** complicated **d.** confident

Writing

4 **Write an essay of (120 – 150) words about**

"The Impact of Being Multilingual on Professional and Social Life"

LESSON 5 Informal Email

Think and discuss in pairs

Subject: Friendly subject line Hi [First Name],

How are you? I just wanted to [state your purpose casually].

[Add details in a relaxed, friendly tone. Use contractions if needed.]

Talk to you soon!

[Your Name]

Informal Email

- **Greeting:** Hi Sara, / Hello John, (Friendly, casual)
- **Language:** contractions (I'll, can't)
- **Purpose:** Chatting, inviting a friend, sharing news
- **Closing:** Best wishes, / See you soon, / Love,

1 Identify the Style.

Read these openings and closings. Write (Formal) or (Informal):

1. Dear Ms. Ashraf: ....

2. Hi Rokaya, ...

3. Kind regards, ...

4. See you soon, ...

2 Writing

Write a (120 –150) word informal email to your friend inviting them to a weekend trip

....

....

....

....

....

....

....

UNIT 6

Job Hunting

CAREER
AREER JOB ADVERTISEMENT
JOB CARESERT

Learning Outcomes

Reading

- **Analyze** texts to identify the main ideas about the modern job market, including digital platforms and networking
- **Infer** the meaning of specialized vocabulary (e.g., resume, polished, footprint, generic) from context clues within an article
- **Identify** the key sections and purpose of a resume or Curriculum Vitae (CV)

Listening

- **Identify** key ideas from a career coach's talk
- **Recognize** specific advice from a career coach's talk
- **Extract** details about skills, opportunities, and career advice from an audio track

Language

- **Correctly use** definite and indefinite articles "a", "an", "the") and know when no article is needed
- **Identify** and **correct** grammatical mistakes related to article usage in sentences
- Use action verbs to describe job experience in a CV

Speaking

- **Express** opinions on various aspects of job hunting, such as the importance of grades versus experience
- **Engage** in role-play scenarios, such as a job search simulation or a mock interview, to practice professional communication
- **Apply** interview strategies like the STAR Method to answer behavioral questions effectively

Writing

- **Compose** a well-structured and professional CV, including personal information, education, and relevant skills
- **Draft** a short paragraph abut job hunting or internships
- **Summarize** an article or talk about volunteering in a concise manner

LESSON 1 The Modern Job Hunt

CAREER
CV
CV

Before you start

Think and discuss in pairs

1 **Answer the following questions.**

1. What's the most important thing when looking for a job?
2. Where do people usually find job opportunities?
3. What makes a good first impression in a job interview?

Reading

2 **Read the following article about "Navigating Today's Employment Landscape"**

The job market has transformed greatly over the past decade. Traditional methods of finding employment—such as reading a newspaper or walking into offices with **a resume** in hand—have largely given way to digital platforms and networking strategies.

Today's job seekers must maintain a professional online presence. This means having an updated LinkedIn profile, **a polished** resume, and sometimes even a personal website showing their skills. Employers often screen **candidates** online before making contact, so your digital **footprint** can make or break your chances.

Many positions are filled through personal connections rather than public job postings. Attending industry events, joining professional **associations**, and maintaining relationships with former colleagues can open doors that traditional applications cannot.

The days of sending the same **generic** resume to multiple employers are gone. Successful job hunters modify their applications to each specific role, highlighting relevant experience and using keywords from the job description. This personalized **approach** increases the chances of getting noticed.

Modern interviews often involve multiple rounds, including phone screenings, and video interviews. Some companies even use skills-based assessments or ask candidates to complete sample projects. Being prepared for various interview formats is essential.

The job search process can be challenging. It's not uncommon for qualified candidates to apply to dozens of positions before landing the right opportunity. Keeping a positive **attitude** and learning from each experience is important for long-term success.

Think about this

3 Read the article again. Then do the following tasks.

ⓐ Answer the following questions.

1. Why can maintaining relationships with former colleagues be helpful during a job search?

2. How do successful job hunters increase their chances of getting noticed by employers?

3. What are some different formats that modern interviews may include?

4. Why is it important for candidates to keep a positive attitude during the job search process?

ⓑ Put (T) True or (F) False? Correct the false statements:

1. Sending the same generic resume to many employers is the best way to get hired. ○

2. Successful job hunters adjust their applications to match the specific role. ○

3. Modern interviews can include phone, video, and skills based assessments. ○

4. Most candidates get the right job after sending only one or two applications. ○

5. A positive attitude helps candidates succeed in the long run. ○

ⓒ Complete the table with the correct word forms:

Verb	Noun	Adjective	Adverb
....	application	....	....
....	employment	....	....
Qualify	....	qualified	....
....	....	successful	....
....	....	professional	....
....	competition	....	competitively

ⓓ Use the correct word form to complete these sentences.

1. The job requires extensive .... in marketing. (qualify)

2. She .... submitted her application before the deadline. (success)

3. The .... market is very tough right now. (employ)

4. He answered all interview questions .... (professional)

4 Match the words to their meanings.

A

1. resume

2. polished

3. footprint

4. association

5. generic

6. approach

7. attitude

B

☐ a way of dealing with something; a method or strategy

☐ general or plain; not special or specific

☐ the way of thinking about something; how you react to people or situations

☐ made to look smooth, professional, or refined; something that has been improved to look better

☐ the mark or impact something leaves behind

☐ a document that lists your work experience, education, and skills, used when applying for jobs

☐ a group of people with a common purpose,

Speaking

5 Role-Play Job Search Simulation

You are advising a friend who is struggling to find a job.

Pair Work:

Student A: You're a career coach. Use the advice from the article to give tips.

Student B: You're a job seeker. Share your struggles (e.g., receiving no responses, attending boring interviews, or not knowing how to network).

Switch roles and try a new scenario:

- Preparing for a video interview
- Asking a former colleague for a recommendation
- Customizing a resume for a dream job

LESSON 2 Job Interview

Before you start

Think and discuss in pairs

1 Answer the following questions.

1. What questions do you think are most common in job interviews?
2. What do you think are the most important skills for getting a good job today?

Listening

2 Listen to three interview extracts.

3 Match the words in column A with their meanings in column B:

A	B
1. department	☐ doing something on your own, without needing help or control from others
2. ground	☐ short meetings or updates to see how things are going
3. silos	☐ using new and creative ideas to solve problems or make things better
4. impressive	☐ teams or departments that work in isolation, not sharing information with others
5. independently	☐ putting a plan, idea, or system into action
6. stakeholders	☐ people or groups who care about or are affected by a company or project
7. check-ins	☐ something that makes you feel admiration because it is very good or skillful
8. innovative	☐ a section of a company or organization that deals with a specific job
9. implementing	☐ starting point or basis

4 Listen again and answer the following questions.

ⓐ Write True (T) or False (F):

1. The candidate's greatest strength is teamwork. ○
2. The cross-department project decreased customer engagement. ○
3. The candidate is learning to focus on the bigger picture. ○
4. A client canceled their contract before the product launch. ○
5. The candidate is interested in digital marketing and AI. ○

ⓑ Answer the following questions.

1. How did the candidate improve customer engagement in their last role?

2. What personal weakness does the candidate want to work on?

3. What steps did the candidate take to save the client contract?

4. How did the candidate manage stress during the crisis?

5. What are the candidate's long-term career goals?

6. What is the candidate doing now to achieve these goals?

ⓒ Match the words to their meanings.

A	B
1. common ground	☐ staying calm and thinking clearly
2. expanded	☐ current directions or changes in an industry
3. clear-headed	☐ to make something larger or greater
4. mentor	☐ a person who guides and supports someone less experienced
5. trends	☐ shared ideas or interests that bring people together

Speaking

Interview Responses

ⓐ The STAR Method for Behavioral Questions

Learn this structure for answering "Tell me about a time when..." questions:

- Situation: Set the context
- Task: Explain what needed to be done
- Action: Describe what you did
- Result: Share the outcome

ⓑ Practice Activity

Use the STAR method to answer these questions:

1. Tell me about a time when you had to work with a difficult team member.

2. Describe a situation where you had to meet a tight deadline.

3. Give me an example of a problem you solved creatively.

Partner Work:

Take turns asking and answering these questions. Give feedback on:

- Clarity of the response. ( )
- Use of STAR structure. ( )
- Confidence in delivery. ( )

LESSON 3 Career Decisions

Listening

1 Listen to the audio script and decide if the sentences are True or False.

1. A career decision only affects income, not happiness. ○
2. Self-reflection helps students understand their strengths. ○
3. Researching jobs is not necessary before choosing a career. ○
4. Internships and volunteering can shape career goals. ○
5. A good career combines passion and opportunities. ○

2 Listen again and answer to following questions.

1. Why is self-reflection important in choosing a career?
2. How can research help students make better decisions?
3. What are the advantages of internships and part-time jobs?
4. Do you think passion or salary is more important in a career? Why?

3 Fill in the blanks with "a," "an," "the," or no article

1. I have .... great idea.
2. Can you play .... guitar?
3. .... Mount Everest is .... highest mountain in the world.
4. She speaks .... French and .... Spanish.

Language in context

Articles

Indefinite article: A/an

- Use "*a*" before singular countable nouns starting with *a* constant sound (*a* man, *a* university, *a* European team).
- Use "*an*" before singular countable nouns starting with *a* vowel sound (*an* egg, *an* orange, *an* honest woman).
- Use *a* or *an* to mean one of many things.
- Use *a* or *an* to refer to something mentioned for the first time.

Definite article: The

- Use the with both singular and plural nouns.
- Use the when there's only one of something; when you are talking about one specific example of something (the earth, the world, the news, the environment ...).
- Use the to refer to something for the second time. - Malak has baked *a* cake. The cake is really delicious.
- The is used before the names of countries preceded by Republic/ Kingdom/ States, etc.

(The Arab Republic of Egypt/ The Kingdom of Saudi Arabia / The United States of America, etc.)

Note: We say: He lives in Egypt /the Arab Republic of Egypt. Not: He lives in the Egypt.

- Use the before (musical instruments – mountains – superlatives).

5. ………… United States is ………… country in North America.

6. I don't like ………… tea.

7. He's ………… doctor I told you about.

8. She works in ………… hospital.

9. ………… Nile River is ………… longest river in ………… world.

10. He is ………… honest man.

4 Find and correct the mistakes in the following sentences.

1. He is a honest man.

……………………………………………………………………………………………

2. I want to buy an new car.

……………………………………………………………………………………………

3. A birds sing in the morning.

……………………………………………………………………………………………

4. He's doctor.

……………………………………………………………………………………………

5. A moon is beautiful tonight.

……………………………………………………………………………………………

6. She gave me an advice.

……………………………………………………………………………………………

7. I need the pen to write.

……………………………………………………………………………………………

8. Sun rises in the east.

……………………………………………………………………………………………

9. They live in the London.

……………………………………………………………………………………………

10. We met on the Monday.

……………………………………………………………………………………………

LESSON 4 My Resume

Before you read

1 Ask and answer the following questions:

1. What skills and qualities do you think are important for someone working in digital marketing?
2. How can social medial campaigns help a business grow?
3. If you were an employer, what would you look for in a candidate applying for a marketing position.

Reading

2 Read this resume and answer the questions below:

Sami Adel Digital Marketing Specialist

s.adel@email.com (02) 123-4567 linkedin.com/in/samiadel Abdin, Cairo

PROFESSIONAL SUMMARY Results-driven digital marketing specialist with 3+ years of experience managing social media campaigns and increasing online engagement. Skilled in content creation, data **analysis**, and customer relationship management. Seeking to use my skills in a challenging marketing **coordinator** position.

WORK EXPERIENCE

Social Media Manager | Tech Crop Solutions | June 2021 - Present

- Increased follower engagement by 45% across all platforms
- Created and scheduled 50+ posts weekly for multiple social media channels
- Collaborated with the design team to develop visual content for campaigns
- Monitored analytics and prepared monthly performance reports

Marketing Assistant | Local Business Hub | Jan 2020 - May 2021

- Supported the marketing team with campaign development and performance
- Maintained customer database and updated contact information
- Assisted with event planning and promotional activities
- Conducted market research and competitor analysis

EDUCATION

Bachelor of Science in Information Systems | Cairo University 2020

SKILLS

- Social Media Management (Facebook, Instagram, Twitter, LinkedIn)
- Content Creation and Copy Writing
- Google Analytics and Data Analysis
- Customer Relationship Management (CRM) software
- Adobe software such as Photoshop and Illustrator

ⓐ Answer the following questions:

1. What information is included in the contact section?

2. How many years of experience does Sami Adel have?

3. What specific achievements are mentioned in his current role?

4. How are his responsibilities organized in each job description?

5. What makes this resume effective?

ⓑ Match the words in column A with their meanings in column B:

A	B
1. analysis	☐ a person or thing that brings separate parts together to work smoothly as a whole
2. coordinator	☐ related to advertising or promoting something to increase sales or public awareness
3. promotional	☐ the detailed study or examination of something to understand its nature or determine its essential features

LESSON 5 Curriculum Vitae (CV)

CURRICULUM VITAE
PROFILE
EDUCATION
ACHIEVEMENTS ONLY
CV

Structure of a good CV

1 Read the following steps for writing a good CV

1. Personal Information

- Full name
- Phone number
- Email address
- City and country
- LinkedIn profile (optional)

2. Personal Statement/Objective

- A short paragraph (2-3 sentences) describing who you are and what you want to achieve.

3. Education

List your qualifications in reverse chronological order (most recent first).

Format:

- Dates
- Institution
- Qualification/Degree
- Grades (if good)

4. Work Experience

Include all relevant jobs, internships, and volunteer work.

Format:

- Dates
- Company name
- Job title
- Key responsibilities and achievements

5. Skills

- Technical skills (computer programs, languages)
- Soft skills (communication, teamwork, leadership)
- Language skills with proficiency levels

6. Additional Sections (if relevant)

- Certifications
- Interests/Hobbies
- Projects
- References

Tip Box for a Proposal

A CV (Curriculum Vitae) is a document that summarizes your education, work experience, skills, and achievements. It's usually the first thing an employer sees about you, so it needs to make a good impression!

Key points about CVs:

- Keep it short (1-2 pages maximum)
- Use clear, simple language
- Include only relevant information
- Make it easy to read
- Update it regularly

2 **Match the CV sections with their descriptions.**

Section	Description
1. personal Statement	☐ people who can recommend you for a job
2. education	☐ your abilities and competencies
3. work Experience	☐ a brief summary of who you are and your goals
4. skills	☐ your previous jobs and responsibilities
5. references	☐ your qualifications and academic background

3 **Complete the sentences with appropriate action verbs from the box.**

managed – developed – assisted – organized – analyzed – collaborated

1. I .... with the marketing team to create a new campaign.

2. She .... customer complaints and found solutions.

3. He .... a new training program for new employees.

4. We .... the monthly team meetings.

5. I .... customers at the reception desk.

6. They .... the budget for the entire project.

Writing Task

4 **Write your own CV. Include all relevant sections and make sure to:**

- use action verbs to describe your experience
- keep descriptions clear and concise
- include relevant skills and achievements
- proofread for grammar and spelling mistakes
- format it professionally

Checklist:

- Personal information (no unnecessary details)
- Personal statement (2-3 sentences)
- Education (reverse chronological order)
- Work experience (with action verbs)
- Skills (technical and soft skills)
- Proper formatting and spelling

Review 2

A. Vocabulary

1 **Choose the (Two) correct answers out of the FIVE (5) options given :**

1. His speech was so impressive that the audience was left in complete admiration. The synonym of the underlined word "impressive" is ………… .

a. remarkable **b.** complicated **c.** anxious **d.** generic **e.** influential

2. Recycling programs are key to a sustainable future. The synonym of the underlined word "sustainable" is ………… .

a. complicated **b.** maintainable **c.** hesitant **d.** eco-friendly **e.** generic

3. Climate change has a strong ………… on people's health and safety.

a. impact **b.** fluency **c.** influence **d.** hesitation **d.** silos

4. She felt very motivated to finish her project ahead of the deadline. The antonym of the underlined word "motivated" is ………… .

a. generic **b.** anxious **c.** polished **d.** lazy **e.** indifferent

5. The instructions are so complicated that most students cannot follow them. The antonym of the underlined word "complicated" is ………… .

a. enriching **b.** simple **c.** fluent **d.** generic **e.** clear

2 **Choose the correct answer from a, b, c, or d:**

1. The project aims to promote ………… development that does not harm the environment.

a. fluent **b.** impressive **c.** sustainable **d.** polished

2. The manager is responsible for ………… new policies across the company.

a. observing **b.** motivating **c.** implementing **d.** resuming

3. The company conducted a customer ………… to gather feedback.

a. survey **b.** hesitation **c.** attitude **d.** check-in

4. Solar and wind power are examples of ………… energy sources.

a. complicated **b.** renewable **c.** generic **d.** innovative

5. The team is using an ………… method to solve environmental problems.

a. innovative **b.** generic **c.** hesitant **d.** complicated

6. The company needs to consider all ………… before making big changes.

a. footprints **b.** stakeholders **c.** associations **d.** silos

7. The team laid the ………… for future success by working hard from the start.

a. drips **b.** ground **c.** survey **d.** resume

8. Human language shows the ………… of communication over thousands of years.

a. evolution **b.** footprint **c.** department **d.** association

9. She used a new .... to solve the math problem.

a. attitude **b.** approach **c.** perspective **d.** mission

10. The sales .... at the store was very helpful.

a. silos **b.** mission **c.** department **d.** footprint

11. She completed the assignment .... without anyone's help.

a. hesitantly **b.** anxiously **c.** generically **d.** independently

12. She speaks French with such .... that you can hardly notice she is not a native.

a. perspective **b.** confidence **c.** fluency **d.** tolerance

13. Wind turbines provide .... energy without harming the environment.

a. polished **b.** impressive **c.** anxious **d.** renewable

14. The company brought together all .... to agree on the new policy.

a. missions **b.** check-ins **c.** stakeholders **d.** resumes

15. Teachers often do short .... with students to monitor progress.

a. check-ins **b.** drips **c.** assemblies **d.** surveys

16. He showed a professional .... during the meeting.

a. drip **b.** hesitation **c.** attitude **d.** assembly

17. The new project represents the next step in the company's ....

a. tolerance **b.** hesitation **c.** evolution **d.** drips

18. The company is trying to reduce its carbon ....

a. footprint **b.** department **c.** drips **d.** mission

19. She remained .... even under great pressure.

a. generic **b.** anxious **c.** confident **d.** complicated

20. A good teacher tries to keep students .... to learn.

a. motivated **b.** fluent **c.** anxious **d.** independent

21. The lecture was both informative and ....

a. generic **b.** enriching **c.** anxious **d.** hesitant

22. Make sure your job application is clear and ....

a. polished **b.** complicated **c.** hesitant **d.** anxious

23. Pollution leaves a negative .... on the planet.

a. footprint **b.** observation **c.** mission **d.** survey

24. The product is so .... that it doesn't stand out from the competition.

a. generic **b.** innovative **c.** polished **d.** complicated

B. Language

1 Choose the correct answer from a, b, c, or d:

26. She decided .... abroad after graduation.

a. going **b.** to go **c.** goes **d.** gone

27. I enjoy .... new languages in my free time.

a. learn **b.** to learn **c.** learning **d.** learned

28. He refused .... the instructions carefully.

a. to follow **b.** following **c.** follows **d.** followed

29. They admitted .... the window by mistake.

a. break **b.** to break **c.** breaking **d.** broken

30. I can't afford .... a new car right now.

a. buy **b.** buying **c.** to buy **d.** buys

31. Don't forget .... your homework before class.

a. do **b.** done **c.** doing **d.** to do

32. She avoided .... about the problem directly.

a. talk **b.** talking **c.** to talk **d.** talked

33. He tried .... the door, but it was locked.

a. to open **b.** opening **c.** open **d.** opened

34. Could you give me some .... for this job interview?

a. advises **b.** advice **c.** advise **d.** adviser

35. She gave me .... useful information about studying abroad.

a. a lot **b.** few **c.** many **d.** some

36. How .... students are in the classroom?

a. little **b.** many **c.** much **d.** lots

37. She bought .... apple and ate it quickly.

a. a **b.** an **c.** the **d.** no article

38. They live in .... big house near the beach.

a. a **b.** an **c.** the **d.** no article

39. .... water is essential for life.

a. a **b.** an **c.** the **d.** no article

40. My brother is .... engineer.

a. a **b.** an **c.** the **d.** no article

41. He has .... excellent knowledge of history.

a. a **b.** an **c.** the **d.** no article

42. .... cats are very independent animals.

a. a **b.** an **c.** the **d.** no article

43. I saw ………… interesting movie last night.

a. a **b.** an **c.** the **d.** no article

44. He's a very creative person and full of new ………….

a. idea **b.** an idea **c.** ideas **d.** some idea

45. I don't have enough ………… to finish the report on time.

a. time **b.** a time **c.** times **d.** many time

46. Which of the following sentences is structurally correct:

a. I want learning more about history.

b. I want to learn more about history.

c. I want learned more about history.

d. I want learn more about history.

47. Which of the following sentences is structurally correct:

a. There isn't much food in the fridge.

b. There isn't few food in the fridge.

c. There isn't many food in the fridge.

d. There isn't much foods in the fridge.

48. Which of the following sentences is structurally correct:

a. We visited a Eiffel Tower when we were in Paris.

b. We visited an Eiffel Tower when we were in Paris.

c. We visited the Eiffel Tower when we were in Paris.

d. We visited Eiffel Tower when we were in Paris.

49. Which of the following sentences is structurally correct:

a. I need to buy a few furniture for my new apartment.

b. I need to buy a few furnitures for my new apartment.

c. I need to buy pieces of furniture for my new apartment.

d. I need to buy three furniture for my new apartment.

50. Which of the following sentences is structurally correct:

a. We can't afford being late for class.

b. We can't afford be late for class.

c. We can't afford to be late for class.

d. We can't afford been late for class.

2 Rewrite the following sentences using the word(s) in brackets to give the same meaning:

51. She enjoys reading novels. (to read).

52. He refused to answer the question. (answering)

53. He avoided talking to the teacher. (to talk)

54. They found a hair in the soup. (some hair)

55. He borrowed a book from the library. (books)

56. He has little knowledge of history. (facts)

57. She is the only child in her family. (an only child).

58. They stayed at the hotel near the station. (a hotel)

C. Translation

1 Choose the correct Arabic translation from a, b, c, or d:

59. Technology in schools enhances learning through interactive tools like smart boards and educational apps.

(أ) تُعزز التكنولوجيا في المدارس التعلم من خلال أدوات تفاعلية مثل السبورات الذكية والتطبيقات التعليمية.

(ب) تُعزيز التكنولوجيا للمدارس فى التعلم من خلال أدوات تفاعلية مثل السبورات غير الذكية والتطبيقات التعليمية.

(جـ) تُعزز التكنولوجيا في المدارس التعلم من خلال أدوات غير تفاعلية مثل السبورات الذكية والتطبيقات التعليمية.

(د) تُعزز التكنولوجيا في المدارس التعلم من خلال أدوات تفاعلية مثل السبورات الذكية والتطبيقات العلمية.

60. The country is taking significant steps to protect its natural resources and mitigate the effects of climate change.

(أ) تتخذ البلاد خطوات هامة لحماية مواردها الصناعية والتخفيف من آثار تغير المناخ.

(ب) تتخذ البلاد خطوات هامة لحماية مواردها الزراعية والتخفيف من آثار تغير المناخ.

(جـ) تتخذ البلاد خطوات هامة لحماية مواردها التجارية والتخفيف من آثار تغير المناخ.

(د) تتخذ البلاد خطوات هامة لحماية مواردها الطبيعية والتخفيف من آثار تغير المناخ.

2 Choose the correct English translation from a, b, c, or d:

٦١. تركز مصر بشكل متزايد على حركة "التحول إلى الأخضر"، من خلال استراتيجية وطنية تهدف إلى التحول إلى اقتصاد أكثر استدامة وصديقًا للبيئة.

a. Egypt is increasingly focusing on the "go grey" movement, with an international strategy aimed at transitioning to a more sustainable and environmentally friendly economy.

b. Egypt is increasingly focusing on the "go green" movement, with a national strategy aimed at transitioning to a more sustainable and environmentally friendly economy.

c. Egypt is increasingly focusing on the "go grey" movement, with a national strategy aimed to transitioning to a more sustainable and environmentally friendly economy.

d. Egypt is increasingly focusing on the "go green" movement, with an international strategy aimed to transitioning to a more sustainable and environmentally friendly economy.

٦٢. تشغل العديد من الوظائف من خلال التواصل الاجتماعي بدلًا من إعلانات الوظائف العامة.

a. Many job are filled through networking rather then public job postings.

b. Many job are filled through networking rather that public job postings.

c. Many jobs is filled through networking either than public job postings.

d. Many jobs are filled through networking rather than public job postings.

D. Reading Comprehension

1 Read the following passage, then answer the questions below:

In today's fast-changing world, many organizations are searching for innovative ways to create a positive impact. One company, Eco-Vision, has gained attention for its sustainable mission. Instead of focusing only on profit, Eco-Vision works to reduce its carbon footprint by implementing renewable energy sources, such as solar panels and wind turbines.

Eco-Vision believes that small actions can create big changes. For example, employees are encouraged to work independently while still joining regular check-ins with their teams. This approach avoids "silos," or isolated groups, and helps everyone stay connected. The company also values tolerance and different perspectives. Leaders invite stakeholders to share ideas, even when opinions are complicated or conflicting. By listening carefully, Eco-Vision creates a culture of respect and confidence.

In addition, the company organizes surveys and observations to track progress. Employees report that the work environment is both motivating and enriching, since their efforts support a clear mission. The results have been impressive: Eco-Vision has reduced its energy use by 40% and inspired other organizations to follow its example.

Eco-Vision shows that innovation and sustainability can go hand in hand. By combining polished strategies with genuine concern for the planet, the company proves that business success does not have to come at the expense of the environment.

- Choose the correct answer from a, b, c or d:

1. Eco-Vision's main mission is to ....

a. increase profits only   **b.** sell solar panels directly

c. avoid employee surveys   **d.** reduce its carbon footprint

2. The company uses ....to create renewable energy.

a. coal and oil   **b.** water bottles

c. plastic and gas   **d.** solar and wind

3. Eco-Vision encourages regular check-ins to ....

a. create more silos
b. keep employees connected
c. increase hesitation
d. avoid tolerance

4. What does the word "silos" mean in the passage?

a. Isolated groups
b. Tall farm buildings
c. Concrete structures
d. Renewable sources

5. How does Eco-Vision treat different perspectives?

a. Ignores them
b. Punishes them
c. Listens and respects them
d. Avoids them

6. Eco-Vision's results are ....

a. impressive **b.** generic **c.** anxious **d.** complicated

7. What message does Eco-Vision send to other organizations?

a. Profit is the only goal
b. Innovation and sustainability can work together
c. Surveys are unnecessary
d. Renewable energy is too expensive

E. Writing

1 Choose the correct answer from a, b, c or d:

1. Which of the following is the most appropriate greeting for a formal email?

a. Hey there! **b.** Hi John, **c.** Dear Mr. Smith, **d.** You!

2. The main purpose of a CV is to ....

a. tell a personal life story
b. request a favor from a friend
c. summarize education, skills, and work experience
d. share vacation photos

3. ....- should be avoided in a formal email.

a. Clear subject line
b. Polite closing
c. Emojis and slang
d. Full sentences

4. ....- is the most appropriate closing for a formal email.

a. Cheers! **b.** Talk soon, **c.** Best wishes, **d.** Sincerely,

5. Where would you include your contact information in a CV?

a. At the end, after references
b. In the middle of work experience
c. At the top of the page
d. Only in the cover letter

6. ....- is a feature of an informal email.

a. Structured paragraphs with bullet points

b. Use of contractions like "I'm" and "can't"

c. Long, complex vocabulary

d. No greeting or closing

7. The purpose of a formal email is to ....-.

a. share memes

b. chat about weekend plans

c. make a joke with friends

d. communicate professionally with clarity and respect

8. Which sentence is appropriate for the body of a formal email?

a. "What's up? Need help with the assignment."

b. "I hope this message finds you well. I am writing to inquire about the internship position."

c. "Hey! Send me the notes ASAP!!!"

d. "Lol, that was so funny!"

9. Which of the following is NOT typically included in a CV?

a. Education history

b. Work experience

c. Full life story and childhood memories

d. Relevant skills

10. When writing an informal email to a classmate about a group project, you can include ....-.

a. Official company letterhead
b. Emojis and exclamation marks
c. Legal disclaimers
d. Formal titles like "Respected Sir"

2 Write an email of (150 - 160) words on one of the following:

a. An email to a company or organization to ask for specific information about a product.

b. An email to congratulate your friend on a new job.

F. The Novel

Answer the following questions:

1. How does Santiago balance his need for food and strength during the battle?

2. Why does Santiago cry after his victory?

3. What does Santiago mean when he says he was beaten by sharks, not the fish?

Notes

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English

Secondary One - Term 1

Academic Year: 2025/2026

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Editorial Note

This work was made through the contributions of a diverse team of professionals with various academic and institutional backgrounds (including, but not limited to, university professors, teachers, subject matter experts, and specialized international organizations).

Their contributions spanned multiple phases of the project, including consultation, content development, and quality enhancement.

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